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ABSTRACT

A project in library science, funded under Title IIb of the Higher Education Act, approved the training of 40 participants (8 teams) selected from 11 communities in Colorado, Wyoming, and the Southwest having a high Spanish-surname population. Teams included a practicing school or public librarian, a Spanish-surnamed community leader, a Spanish-surnamed library aide, and 2 other members (e.g., school or library board members, administrators, county commissioners, teachers). Each team surveyed its community and recommended ways to assist the Spanish-surname population in use of the library. The appendix contains participants' evaluations of the institute, which reflected unanimous agreement that the institute had achieved its objectives and had been highly successful. (LS)

History of an Institute and What Happened Afterwards

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by Joan Harrigan, Director Title III
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In mid-January of 1968 the Colorado State Library learned from its U.S.O.E. Regional Library Program Officer, Mr. John Andrew Fisher, that additional funds for librarianship institutes were available under Title IIb of the Higher Education Act. The deadline for submitting proposals was March, 1968. This gave us, then, six weeks to plan an institute and write a proposal for training librarians to provide services to our Hispano communities.

The analysis of the problem and of the best approach to a solution resulted in the development of five basic criteria. Other guiding principles were added as the planning progressed. The initial criteria were:

1. The objectives and general structure were to be framed by the Hispano leaders so that the Institute would be responsive to the real needs of this minority group.
2. A positive approach based on belief in the basic decency of human beings should be used to effect change in attitude on the part of Anglo participants.
3. The Institute should not be the dull and deadly type of show-and-tell materials selection courses traditionally found in library education, but rather should be based on the latest educational techniques--a matter of practicing what State Agency Consultants and Teacher Training Institutions have been preaching.
4. The Institute should provide an opportunity for dialogue between school and public librarians that would facilite cooperative programs and the sharing of resources between the two types of libraries.
5. A means of evaluating the Institute and insuring real impact should be built into the program.

With these criteria, planning was begun at a meeting arranged by Mr. Charles Tafoya, Executive Director of the Latin American Research and Service Agency (LARASA) with the following persons:

Mr. Bernard Valdez, Manager of Welfare, City and County of Denver

Mrs. Lena Archuleta, Coordinator, School-Community Relations, Denver Public Schools

Mr. Sam Martinez, Colorado Director of the Office of Economic Opportunity, Governor's Office, Denver

Mr. Manuel Andrade, Coordinator, Elmwood School Bilingual Program, Denver Public Schools

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At this meeting the group discussed the criteria and agreed that these should be used. The group then added the following principles:

6. Hispano presenters should be used to the greatest extent possible for three reasons. New Hispano leaders needed an opportunity to grow as leaders, Mexican participants needed exposure to successful role models to nurture their self-concept, and Anglo participants needed to discard their stereotyped thinking by discovering the expertise available in the Hispano community.

7. A team concept for participation in the Institute should be used. This was deemed necessary because most, if not all, of the librarians would be Anglos. To effect real impact in the participants' local communities each librarian should be accompanied by a local Hispano leader.

8. The varying viewpoints within the Mexican community should be presented including the non-Establishment ideas.

This group then discussed the general content of the objectives for the Institute and defined the contents of the problem statement. When the draft of these statements was ready, the group met again to make recommendations for changes before inclusion in the proposal. At this meeting the group selected Colorado State College at Greeley as the preferred site for the Institute.

A telephone call to Dr. Edward Kelly, Dean of the Education School at Colorado State College, evoked a very enthusiastic response and a meeting was set up for the following day. At this time the Department of Educational Media was assigned responsibility for the program. Dr. Harold Bowman was designated director with Miss Josephine Hall and Mrs. Marilyn Martenson assigned as staff members. It was agreed that the writer should continue to assist the staff by serving as liaison with the Hispano community and by consulting with the staff in the development of the proposal and the actual program for the Institute. The dates of June 9-20, 1969, were selected. Dr. Kelly suggested the addition of a third required team member--a Spanish-surnamed library aide. The staff readily agreed. This necessitated further refinement of the problem and objectives statements. These are presented at this point in their final form as they appeared in the proposal and as they served to guide the development of the program.

Problem Statement and Introduction

The Spanish-surnamed of the Southwest are a complex group with many diversified viewpoints. Nowhere is this more evident than in the attempt to choose an appellation which characterizes the whole without antagonizing the segments. Generally speaking, descendants of original Spanish settlers take great pride in the term Spanish-American, while some offspring of Mexican nationals prefer the name Mexican-American. Others of Mexican origin prefer the Spanish-American label because of the ofttimes derogatory connotation of the term Mexican. The one characteristic upon which these various groups agree is that they do have a Spanish form of family name; therefore, the term Spanish-surnamed is used in this plan to identify those people whose culture, either directly or indirectly, is traced back to an Hispanic origin.

A common fallacy among the uninitiated is that the Spanish-surnamed of the Southwest can be treated as a single unit. The problems of the southern or Rio Grande groups are very different from those of the groups farther to the North. In general, the Rio Grande segments are (relatively speaking) newly arrived immigrants who have taken over jobs formerly held by the latter, forcing them to migrate northward and also upward on the economic and acculturation scales. The former are more likely to be non-English speakers while the latter in their upward migration have learned to communicate in English and are more concerned with making the transition into an Anglo, competitive society.

Another group of Spanish-surnamed consists of those descended from the original Spanish settlers and isolated for many generations in small rural villages. These people are migrating now to urban centers. Rural educations have not fitted these people for urban living; therefore, they are underskilled and often unemployable without further education and job training.

An informal survey conducted recently by the Colorado State Library revealed few real efforts to serve the Spanish-surnamed beyond a minimal provision of Spanish-language materials. The Adult Education Division of the Colorado Department of Education estimates that only 2% of the state's Spanish-surnamed population is non-English speaking and many Spanish-surnamed people actually speak neither standard English nor Spanish. The provision of Spanish-language materials, therefore, meets the needs of a very small percentage of the Spanish-surnamed group, leaving a large segment of this public receiving inadequate service. Most public libraries did, however, express real concern and indicated their need for assistance in developing services for the growing Spanish-surnamed population.

Because of deep-seated prejudices--not only between the Anglo and Hispanic communities, but also between the Spanish-surnamed permanent residents and the newly arrived or migrant "Mexican", it is necessary to structure a program geared to change attitudes. The need to understand the cultural history and heritage, the value systems, and the acculturation process is prerequisite to effective library service for the Spanish-surnamed. Such programs can be successful only when there is an empathetic staff member to mediate between the user and his environment.

A further impediment in providing library services to the Spanish-surnamed disadvantaged group is their innate suspicion of the Anglo establishment and its cultural institutions. A staff with specialized training can better utilize its resources, thus indirectly effecting a reduction of staff shortage. Of direct benefit is the provision for Spanish-surnamed library aides who not only provide an increased working force but also establish a rapport with the Spanish-surnamed user. For additional impact, the influence of a trusted Spanish-surnamed community leader who interprets the library to his compatriots and translates their needs to the library is invaluable.

With the advent of the War on Poverty programs and many similar efforts, there is an opportunity for the library to be of real service. To do this effectively, however, the library must evolve from its image of a cultural institution sought out by its patrons to a service agency providing materials and programs wherever they are needed. If libraries do not meet this challenge, they shall find themselves bypassed in favor of programs which do meet these needs.

A search of library literature reveals a growing accumulation of materials concerning the disadvantaged and the Negro, but little dealing with programs specifically for the Spanish-surnamed. Over the past two years there has been a noticeable increase in the quantity of materials becoming available, but resources of high caliber still do not exist to any great extent. The materials specialist must then acquire sufficient background in order to judge the merits of the available materials.

In addition these materials very often are not available through the standard library channels. Either they are not listed in standard tools or are inadequately indexed. The librarian must, then, be provided with a knowledge of these sources.

Materials which help the Spanish-surnamed child develop a positive self-image are essential, as are those materials which provide the adult with pride in his heritage. These same materials are as badly needed in Anglo suburbia as in Spanish-surnamed concentrations if a climate of tolerance and understanding is to prevail. This indicates the need for the development of additional criteria for acquisition of materials.

Colorado State College was selected for this task, in part, because of its new program in Educational Media. The program provides for the education and training of professional specialists for work in Learning Resources Centers. Its staff consists of both professional librarians and audiovisual personnel who are aware that the present traditional library operation is not attracting or serving the Spanish-surnamed group. In addition to the program there is the new Educational Resources Center which serves both the School of Education and the Educational Media Program and will offer its services to the Institute with multimedia materials. The librarian of the Educational Resources Center will be a full-time instructor of the Institute. The forward point of view put forth in the Educational Media Program is particularly necessary considering the nature of the group and the problem.

Another reason for selection of Colorado State College at Greeley as the logical place for the program is its location. The primary source of participants in the Institute will come from Colorado, Wyoming, and the Southwest. Greeley is in an area of high concentration of Spanish-surnamed people. Greeley will also be a good testing ground for such an Institute since it is well-known that this community holds extremely conservative views in the area of human relations.

Major Objectives

1. To explore the significance of economic, sociocultural and linguistic differences in the process of education and acculturation through the study and review of multimedia resources for and about the Spanish-surnamed.

2. To evaluate the role of the library in the solution of a major social problem through the examination of opportunities available for new library services based on the needs of a hitherto largely unserved public.

3. To assist participating teams in acquiring the understandings and skills necessary for quality library service to our Spanish-surnamed community.

4. To make team members aware of their roles and responsibilities in the development of library services to the Spanish community.

5. To motivate librarians to become community leaders and resource persons whose efforts result in the library becoming a positive force in shaping community attitudes and climate.

6. To serve as a model library education program.

Specific Objectives:

1. To provide a background in the cultural heritage of the Spanish-surnamed through materials and various media.

2. To provide an insight into the urban and rural environments of the Spanish-surnamed.

3. To stress the importance of the Spanish language as it relates to our culture.

4. To meet representative Spanish-surnamed Americans, to hear their views and to share their pride of heritage.

5. To provide an awareness of and an empathy for the values, needs, and life problems of the Spanish-surnamed.

6. To provide an opportunity for officials of related agencies to outline their programs and the need for supportive library materials and services.

7. To translate these needs into types and formats of library materials necessary for successful library service to the Spanish-surnamed.

8. To acquaint librarians with Spanish-surnamed leaders who of themselves and through their agencies can serve as further resources.

9. To develop criteria for use in evaluating and selecting multimedia materials for the Spanish-surnamed.

10. To provide librarians with a knowledge of the library materials and skills necessary to help children develop a better self-image and to help adults develop pride in their heritage.

11. To instruct the library aide in understanding the basic library skills and to make them aware of the importance of their initial contact with the Spanish-surnamed user of the library.

12. To provide Spanish-surnamed community leaders with an understanding of their roles as interpreters of the library to their communities and translators of their community's needs to the library.

The Institute staff then considered the participants. It was agreed to keep the maximum number to 40, or eight teams of from three to five members each. Teams drawn from areas of high concentration Spanish-surnamed population were to include a practicing school or public librarian, a Spanish-surnamed community leader, and a Spanish-surnamed library aide as the basic components. Two other team members could be drawn from such categories as school or library board members, administrators, county commissioners, and teachers.

Colorado State College agreed to accept all selected participants regardless of educational background. Special provisions were made to provide college credit for those needing it. Final selection of teams was to be made on the basis of the following criteria:

a. Statements by the individual team members detailing reasons for their interest in service to the Spanish-surnamed.

b. Those teams evincing, as a unit, the capabilities most likely to result in a real impact on their communities.

c. Degree of commitment to service-oriented library programs as determined by an Advisory Committee knowledgeable in the field of library services.

d. Those teams whose librarian member(s) have not previously participated in federally-supported librarianship institutes.

A tentative program and a budget were hurriedly pulled together in order to meet U.S.O.E.'s deadline. In May 1968 we received notification that the Institute had been funded. We were very glad that the dates for the Institute were a year away, for now the work really began to collect the necessary library materials, to refine the program, to distribute brochures and publicize the Institute, and to select the participants.

Twenty-five completed applications were received by the stated deadline. Thirteen teams were judged as first-rank applicants. These included the eight teams accepted and five teams designated as alternates. The eight teams participating were:

New Mexico State Library Team, Santa Fe

Rawlins-Wamsutter, Wyoming School Team

Pathfinder Public Library System Team, Montrose, Colorado

Longmont Public Library Team, Colorado

Denver Public Library Team, Colorado

Mapleton Schools Team, Adams County, Colorado

Trinidad Schools Team, Colorado

John Evans Junior High School Team, Greeley, Colorado

The staff agreed that the program approach would be one of problem solving. The participating teams would be charged with two responsibilities: to develop plans for library service programs in their own communities and to conduct "awareness" programs in their own local areas. After the Institute each team would be expected to report activities and progress to the staff. If consultation help was needed, Colorado State Library staff members would be available as well as Institute staff members.

Since presentations were to be made by Hispanos and by various media, the duties of the staff would consist mainly of expediting the work of the groups, handling arrangements and details, and serving as resource consultants.

The following schedule gives some indication of the learning environment established and the degree to which we succeeded in meeting our goal of utilizing the latest education methodology. See page 11 of completed report.

The eight team reports contained such a wealth of material and ideas that a full publication of Institute proceedings is in process so that these ideas can be shared with others. Included in this publication will be materials lists used. Each team presented a profile of its own local situation and a plan for developing services tailored to fit the needs of its own community. Many of the plans evidenced a significant break from traditional library practices. Most of the new approaches were centered around the following broad categories:

1. More effective advertising techniques by utilizing bilingual messages in neighborhood newspapers, on radio and TV and in community gathering places such as grocery stores, churches, and laundromats; by displays in store windows; and by designing floats for parades.
2. More effective use of resources by coordination of efforts with other agencies and organizations.
3. More effective need identification and program development through involvement of and participation by Hispanos.

4. More effective human relations practices through training of staff and influencing colleagues and friends, and by developing programs to educate the Anglo and supporting the activities of Hispano organizations.

One team report was so effective that it has been videotaped for use in other meetings throughout the area. The Chicano youth panel presentation has also been videotaped.

During the evaluation process the staff agreed that the experience had provided many learning opportunities for each of them and that on the whole the Institute had been successful; however, the experiences gained this time could be used to frame a more successful Institute another year. The brochures should have stated more specifically the objectives of the Institute. The staff also discovered the need to send promotional literature to the "decision makers" as well as to the librarians. The participants did not include enough of the power structure to insure that all plans would be implemented. The staff also learned the value of a knowledge of group dynamics in handling a confrontation situation for the first time.

An indication of effectiveness is contained in the following evaluative comments excerpted from some of the team reports:

1. The workshop provided us with better insights for purchasing a more adequate collection of materials for cultural understanding and appreciation of history of the area.

2. We feel that this conference has helped strengthen some ties and given us some common goals for helping each other.

3. Perhaps most important has been a lesson not of fact at all; that while there are differences, there is that which unifies us, which is common to us all, and that is the weeping of the heart.

4. Although much has been gained through the Institute, perhaps the most important thing we have learned is that although a nation may develop a workable pattern to end hostilities and aggressions, it is the attitudes and behavior of the citizens that are the most effective.

Perhaps the most revealing of all were the anonymous evaluation reports written by the participants. There was unanimous agreement that the Institute had achieved its objectives and had been highly successful, especially for a first Institute. Rather than dealing in generalities, the following representative reactions are quoted:

1. Amazing amount of material. Excellent planning, but flexible.

2. Reunion is necessary to keep us active on our projects.

3. We should be ashamed that we are of such a selfish and complacent nature to let our fellow man suffer while we play games.

4. We experienced it rather than just reading about it.

5. I had no idea my people were such good speakers. This is the first time in my life I have heard so many speakers of my race. It made me feel good and proud.

6. The socializing and exchanging of ideas was great.

7. I was impressed with the team reports. Each team presented a different type of situation and a different solution.

8. The first few days were rather startling, but perhaps we needed to be shocked out of our complacency.

9. Best institute I've attended. You were not afraid to get beyond the superficial.

10. I was really pleased at the variety of programs. You kept things moving well.

Special highlights receiving frequent mention were the visits to LARASA Headquarters and the Crusade for Justice in Denver. Individuals receiving most frequent mention included:

> Martha Urioste, Denver Public Schools; Manuel Carrillo, formerly of the Colorado Department of Education and now Director of Mexican American Affairs at the University of Colorado; and Father Torres, Regis College.

Enough time has now elapsed to permit one final aspect of the evaluation process. How much impact has there been? The list of activities below--completed, in process or proposed--provide some indication.

1. Letters stating the need for materials relevant to the Mexican in the Southwest and signed by several influential persons, Hispano and Anglo, were sent to over 300 commercial publishers and producers.

2. A select group is now working to develop and design materials for the mass commercial market.

3. On September 27 the Pathfinder Action Team held an all-day workshop in Grand Junction, Colorado. Over 80 Anglo and Hispano people met to discuss Colorado's Western Slope problem and to develop plans toward a solution. It is significant that Spanish was spoken as much as English during the day. A drive to develop an Hispanic materials collection is now in process with an Hispano and an Anglo serving as co-chairmen. Bookmobile service will be instituted soon. On October 25 the Pathfinder Action Team served as program resource people for a Western Slope regional meeting of the Colorado Association of School Librarians.

4. The Longmont Action Team utilized 60% of its state grant to provide materials for its Hispano community. It is currently providing materials to five Head Start programs and coordinating story hours for these children. At the request of their Mexican youth, they have acquired many materials on Hispano culture and heritage which are also bringing awareness to their Anglo patrons.

5. The Denver Public Library has a unique bookmobile program called El Numero Cinco.

6. A group of young librarians new to the profession who have assumed the responsibility for being the conscience of the profession in Colorado have formed a new organization called Colorado Librarians in Transition (COLT). A workshop is planned for this group on Saturday, December 6 so that they can become involved before their enthusiasm wanes.

7. The Colorado State College Institute staff is submitting a proposal to U.S.O.E. for another Institute to be held next year. In spite of the cutback of Federal funds we are still hopeful that this proposal will also be funded.

8. A proposal for a three-state workshop for librarians in Arizona, New Mexico and Colorado under the auspices of the Western Interstate Commission for Higher Education's Continuing Education for Library Personnel program is being formulated.

In retrospect this Institute could not have become an accomplished fact without the close cooperation of the staffs of the Colorado Department of Education and its Division of Library Services, LARASA, and Colorado State College. You may have wondered about the inclusion of so many names in this report. They have been included because this truly was a team effort and each person contributed a vital part to the success of the operation.

I. INTRODUCTION

Library Services to the Spanish-surnamed community have been a special concern of a committee of the Latin American Research and Service Agency (Larasa) of Denver, and of some members of the Colorado State Library. Early in 1968, representatives of these two groups made a determination of needs and formulated some broad general objectives. Colorado State College, through the Department of Educational Media, was asked to submit a plan for a Federally supported institute under Title II, Part B, of the Higher Education Act of 1965, which would meet these needs. This proposal was approved.

To provide a quick overview of the problem, perhaps it would be well to quote directly from the introduction of the proposal:

> The Spanish-surnamed of the Southwest are a complex group with many diversified viewpoints. Nowhere is this more evident than in the attempt to choose an appellation which characterizes the whole without antagonizing the segments. Generally speaking, descendents of original Spanish settlers take great pride in the term Spanish-American, while some offspring of Mexican nationals prefer the name Mexican-American. Others of Mexican origin prefer the Spanish-American label because of the ofttimes derogatory connotation of the term Mexican. The one characteristic upon which these various groups agree is that they do have a Spanish form of family name; therefore, the term Spanish-surnamed is used in this plan to identify those people whose culture, either directly or indirectly, is traced back to an Hispanic origin.
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> A common fallacy among the uninitiated is that the Spanish-surnamed of the Southwest can be treated as a single unit. The problems of the southern or Rio Grande groups are very different from those of the groups farther to the North. In general, the Rio Grande segments are (relatively speaking) newly arrived immigrants who have taken over jobs formerly held by the latter, forcing them to migrate northward and also upward on the economic and acculturation scales. The former are more likely to be non-English

speakers while the latter in their upward migration have learned to communicate in English and are more concerned with making the Transition into an Anglo competitive society.

Another group of Spanish-surnamed consists of those descended from the original Spanish settlers and isolated for many generations in small rural villages. These people are migrating now to urban centers. Rural educations have not fitted these people for urban living; therefore, they are underskilled and often unemployable without further education and job re-training.

An informal survey conducted recently by the Colorado State Library revealed few real efforts to serve the Spanish-surnamed beyond a minimal provision of Spanish-language materials. The Adult Education Division of the Colorado Department of Education estimates that only 2% of the state's Spanish-surnamed population is non-English speaking and many Spanish-surnamed people actually speak neither standard English nor Spanish. The provision of Spanish-language materials, therefore, meets the needs of a very small percentage of the Spanish-surnamed group, leaving a large segment of this public receiving inadequate service. Most public libraries did, however, express real concern and indicated their need for assistance in developing services for the growing Spanish-surnamed population.

Because of deep-seated prejudices--not only between the Anglo and Hispanic communities, but also between the Spanish-surnamed permanent residents and the newly arrived or migrant "Mexican", it is necessary to structure a program geared to change attitudes. The need to understand the cultural history and heritage, the value systems, and the acculturation process is prerequisite to effective library service for the Spanish-surnamed. Such programs can be successful only when there is an empathetic staff member to mediate between the user and his environment.

A further impediment in providing library services to the Spanish-surnamed disadvantaged group is their innate suspicion of the Anglo establishment and cultural institutions. A staff with specialized training can better utilize its resources, thus indirectly effecting a reduction of staff shortage. Of direct benefit is the provision ofr Spanish-surnamed library aides who not only provide an increasing working force but also establish a rapport with the Spanish-surnamed user. For additional impact, the influence of a trusted Spanish-surnamed community leader who interprets the library to his compatriots and translates their needs to the library is invaluable.

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In addition these materials very often are not available through the standard library channels. Either they are not listed in standard tools or are inadequately indexed. The librarian must, then, be provided with a knowledge of these sources.

Materials which help the Spanish-surnamed child develop a positive self-image are essential, as are those materials which provide the adult with pride in his heritage. These same materials are as badly needed in Anglo suburbia as in Spanish-surnamed concentrations if a climate of tolerance and understanding is to prevail. This indicates the need for the development of additional criteria for acquisition of materials.

The suggested plan called for the team approach. Each community was to send at least a minimum team consisting of a trained professional librarian, a Spanish-surnamed library aid, and a Spanish community leader. Teams could include two additional members of their choice. Eight teams were proposed.

Publicity

Brochures, copies of which have been submitted (also see appendix) were sent out to both public and school librarians. Distribution first went to the state library or educational media personnel in Colorado, New Mexico, Utah, and Wyoming. In Colorado and New Mexico, the State Library requested and distributed from their offices to their mailing lists. Colorado asked for 750 - 800 and New Mexico requested 300 copies.

Wyoming sent copies of their revised mailing lists (Directory of County and Branch Libraries, and Wyoming Media Personnel). Two hundred fifty-two brochures were sent into Wyoming. No request was received from Utah.

In addition, individual copies were sent to those who learned of the institute through other sources such as federal or state announcements, newspapers, etc. Several requests came from Florida and even one from New York.

Approximately fifty inquiries were received from potential applicants, forty-two forms were returned, four letters and three or four phone calls. In a few cases requests came from more than one person who eventually made up a team.

Application forms were sent to all of the above-mentioned interested parties. In some cases it was rather apparent that the interested party had not understood the "team" concepts and it appeared rather certain that there would be no further contact. However, twenty-five completed applications were received by the stated deadline.

Thirteen teams were judged as first-rank applicants; these were the eight teams accepted and the five alternates. All teams offered admission accepted, though there were some changes in team personnel from the initial contact in March and the final date in June. The final list included thirty-three applicants and sixty-three dependents. Twenty-two received college credit. The official list as reported on opening day follows:

Participant	Sex	Race	Age	Salary	Dependents
Esther B. Archuleta 721 College Santa Fe, New Mexico 87501	female	white	52	$400	0
Henry Anaya 3109 Siringo Rd. Santa Fe, N.M.	male	white	32	$6,000	2
Eva A. Coronado 3732 Mariposa Street Denver, Colo. 80211	female	white	39	$335	4
Karlene Cason Box 792 Santa Fe, N.M. 87501	female	white	39	$6,900	0
Joanne Classen 1540 So. Albion Denver, Colo.	female	white	39	$8,500	0
Nellie E. Dick 1229 18½ Road P.O. Box 806 Fruita, Colo. 81521	female	white	49	$384	2
Mary I. Espinoza 2628 W. 34th Ave. Denver, Colorado	female	white	25	$140	4
Sam Fernandez 1726 Honker Denver, Colorado	male	white	44	$7,200	4
Lillian Goodstein 1931 Eudora Denver, Colo. 80220	female	white	54	$10,000	4
John B. Giron 304 E. White Trinidad, Colo.	male	white	30	$5,775	4
Vincent A. Garza 2768 West 14th Ave. Denver, Colorado	male	white	29	$9,000	8
Victor Garcia 409-16th Ave. Ct. Greeley, Colo.	male	white	28	$6,300	4
Elizabeth Hansen Box 131 Wamsutter, Wyoming	female	white	26	$7,000	0
Dorothy J. Kaufman Rt. 1 Box 12 La Salle, Colo.	female	white	42	$4,700	0

Participant	Sex	Race	Age	Salary	Dependents
Martha Jane Lesher 1824 North 19th St. Grand Junction, Colo.	female	white		$5,400	0
Della Montoya 526 West Ute Ave. Grand Junction, Colo.	female	white	22		2
Thea E. McKaig 2020 Gail Ct. Thornton, Colo.	female	white	40	$3,600	6
Delcy Moulder 312 E. Water Rawlins, Wyoming	female	white	43	$280/m	4
Teresa M. McGinn 503 Chestnut Trinidad, Colo.	female	white	50	$7,050	1
Beatrice Maichow Rt. 2, Box 128 Berthoud, Colo. 80612	female	white	49	$601/m	0
Amelia Martinez 6902 4th N.W. Sp 10 Albuquerque, N.M.	female	white	24	$520/m	1
Patricia A. Ortiz 720 West White Ave. Grand Junction, Colo.	female	white	34	$282/m	4
Sheila Obert 2657 15th Ave. Greeley, Colo.	female	white	37	$2,500	0
Arlinda Paiz P.O. Box 435 Olathe, Colo.	female	white	32	$250/m	4
Estelle F. Romero 316 Maple St. Trinidad, Colo.	female	white	52	0	1
Betty Schulte 2101 22nd Ave. Greeley, Colo.	female	white	44	0	0
Robert A. Stevenson Box 136 Wamsutter, Wyoming	male	white	56	$10,400	0

Participant	Sex	Race	Age	Salary	Dependents
Therese Trujillo Rt. 1, Box 350 Trinidad, Colo.	female	white	14	0	0
Olivia C. Trujillo Rt. 1, Box 350 Tinidad, Colo.	female	white	52	$200/m	1
Veronica Tennal 3500 35th Avenue #13 Greeley, Colo.	female	white	22	0	0
Marjan Wazeka 1335 Marshall St. Boulder, Colo.	female	white	30	$500/m	0
Lila J. Peach 1012 7th St. Rawlins, Wyoming	female	white	32	$3,400	3
Abbie Moorhead Box 164 Sinclair, Wyoming	female	white	52	$5,400	0

Evaluation of Initial Procedures

Two major weaknesses appear as one looks back over the initial recruitment and selection period:

1) Several of the participants indicated a lack of knowledge as to the specific aims and objectives of the institute. Any initial contact promotional material faces the problem of being brief enough to interest, but long enough to cover the subject. This was the problem faced in producing the brochure. While the objectives did appear in abbreviated form, it would now seem that a more detailed overview of the institute should have been provided. However, this material probably should have been prepared to go out with the team applications for orientation and background, and as an aid in selecting the team.

2) In reviewing the participants it appears that we did not have enough of the "power structure" present to give any real assurance that plans and programs developed in the institute would, or could, be carried out. While several of the teams were here with the blessing of their highest authority, this was not generally true. It would appear that promotional materials needed to go to control boards, commissioners, and other administrative or directory powers rather than just to the librarians.

II. PROGRAM

In order to better interpret the program the twelve specific objectives of the institute are here stated:

1. To provide a background in the cultural heritage of the Spanish-surnamed through materials and various media.

2. To provide an insight into the urban and rural environments of the Spanish-surnamed.

3. To stress the importance of the Spanish language as it relates to our culture.

4. To meet representative Spanish-surnamed people, to hear their views and to share their pride of heritage.

5. To provide an awareness of and empathy for the values, needs and life problems of the Spanish-surnamed.

6. To provide an opportunity for officials or related agencies to outline their programs and the need for supportive library materials and services.

7. To translate these needs into types and formats of library materials necessary for successful library service to the Spanish-surnamed.

8. To acquaint librarians with Spanish-surnamed leaders who of themselves and through their agencies can serve as further resources.

9. To develop criteria for use in evaluating and selecting multi-media materials for the Spanish-surnamed.

10. To provide librarians with knowledge of library materials and skills necessary to help children develop a better self-image and to help adults develop pride in their heritage.

11. To instruct the library aide in understanding the basic library skills and to make them aware of the importance of their initial contact with the Spanish-surnamed user of the library.

12. To provide Spanish-surnamed community leaders with an understanding of their roles as interpreters of the library to their community and translation of the community's needs to the library.

The institute operated on a number of tentative schedules. In part this was due to schedule conflicts of personnel contacted many months before the institute. A number of changes were made by necessity at the last minute. Major changes in personnel are listed here:

Marietta Daniels Shepard	Martha Tome, Pan American Union Library, Washington, D.C., and audio tape provided by Barbara Wynn of the Latin American Library, Oakland, California, is also being used.
Dr. Glen Nimnicht	Will be talking to the group by amplified telephone. Mr. John Garcia will be present as originally scheduled.
Dr. Roy McCanne	Manuel Carillo, Intercultural Community Relations.
Paul and Marge Streiff	Martha Urioste, Denver Public Schools.
Dr. Donald Seager	No replacement.
Lena Archuleta	Evangeline Sena, Denver Public Schools.

Two program changes were made, the visit to the Migrant School was cancelled since they are not in operation this summer, and a visit to the Crusade for Justice Headquarters in Denver was added to present the non-establishment view along with the visit to Larasa. The schedule that follows was essentially written after the fact, and is therefore correct:

SCHEDULE OF EVENTS

Monday, June 9, 1969

9:00-10:00	Registration, coffee and social hour
10:00-11:30	Welcome, Dr. Darrell Holmes, President, CSC Introduction, Institute Staff Institute Overview - Dr. Harold Bowman, Institute Director, Professor in Education, Educational Media Department, Colorado State College
1:00-2:00	Film and Discussion - Hispanic Heritage Through the words of the songs played by the well-known guitartist, Alex Chavez, boys and girls are introduced to the past and present of the Hispanic heritage. From early Spanish trails and explorations--the vacquero and cattle empire--to settlements, architecture, and the dance--the viewer learns of some parts of a proud heritage of Spanish-named people.
2:00-2:30	Coffee Break
2:30-4:00	Introduction to the Spanish-surnamed - Manuel Carillo, Inter-Culture Commun. Relations
7:00 p.m.	Human Relations Meeting - Group will divide into small groups to share personal experiences, both good and bad, which have shaped their attitudes.

Tuesday, June 10, 1969

8:30-10:00	Film, Hispanic Cultural Arts Traces the Hispanic influence on our language, arts, music and dance. Martha Tome, Pan American Union Library - Washington, D.C. Discussion
10:00-10:30	Coffee Break
10:30-11:30	Cultural Values and Their Implications Mr. Bernard Valdez, Mgr. of Welfare, Denver Welfare Department

1:00-4:00	Dialogue: Self-Concept in the Spanish-Surnamed Child, Mr. John Garcia, Consultant in Migrant Education, Colorado Dept. of Education, (formerly Exec. Dir. of LARASA-Latin American Research and Service Agency). Dr. Glen Nimnicht, Program Director Far West Laboratory for Educational Research and Development. (2:30-3:00) Oralee MacAfee - New Nursery School

Wednesday, June 11, 1969

8:30-9:30	Representative from American School Supply in Denver will be present to show filmstrip: La Raza
9:30-10:00	Coffee Break
10:00-11:30	Interest Groups: A. Librarians. Josephine Hall - Instructor. 1. Explore roles of librarian and library 2. Develop additional selection criteria for acquisition of materials B. Community Personnel. Dr. Harold Bowman, Instructor. 1. Explore roles of each 2. American Library Standards for various types of libraries C. Library Aides. Marilyn Martensen, Instructor. 1. Explore roles 2. Basic skill training (general materials to be used)
1:00-4:00	Interest Groups
7:30 p.m.	Mexican folk music program by Trio Alvarado, a professional group from Denver.

Thursday, June 12, 1969

8:30-9:30	Language Development Implications for Spanish Child Martha Urioste, Denver Public Schools
9:30-10:00	Coffee Break
10:00-11:30	Interest Groups: A. Librarians - specialized selection tools and sources of materials B. Community Personnel - American Library Trustees Association C. Library Aides - continue basic skill training

1:00-4:00	Visit to East Memorial School Mr. Eager, Principal
7:00 p.m.	Film Preview Session
Friday, June 13, 1969	
8:30-9:30	Film and discussion: Hispanic Life in the City Shows role models of successful local Spanish-surnamed citizens in such jobs as judges, educators, and state senators. These roles provide a positive image to motivate Spanish-surnamed youth. Agencies, Programs, Resource Assistance - Josephine Hall Assistant Professor, Educational Media Department, Colorado State College
9:30-10:00	Coffee Break
10:00-11:30	Community Groups: Organization and Initial Planning
1:00-4:00	Field trip to Weld County Library
Monday, June 16, 1969	
8:45-9:30	Tape of Barbara Wynn, Latin American Library, Oakland, California.
9:30-11:30	Interest Groups: Production and skill training
1:00-2:00	Symposium on Materials for the Spanish-surnamed Children's Literature - Evangeline R. Sena, Denver Public Schools Adult Needs - Elizabeth Adcock, Director, Weld County Library, Greeley Question and Answer Period.
2:30-3:00	Coffee Break
3:00-4:00	Team Meetings - Lecturers and consultants available.
7:30 p.m.	Folk dance and costume lecture. Dr. and Mrs. Arthur Campa, Authorities on folk dancing and costumes. Do a presentation in which Dr. Campa narrates and Mrs. Campa and her dance students demonstrate.

Tuesday, June 17, 1969

8:45-9:30	Preview Session
9:30-10:00	Coffee Break
10:00-11:30	Interest Groups - Production and skill training
1:00-4:00	Team Meetings. Consultants available to work with teams.

Wednesday, June 18, 1969

8:30-10:30	Panel by CSC's Los Latinos Club Members. Topic: "Youth Views on Libraries" - Ann Garcia, Jerry Soliz, Carlos Leal
10:30-11:00	Coffee Break
11:00-11:45	Interest groups (Librarians, Aids, Community Leaders)
1:00 p.m.	Leave Greeley by bus for Denver
3:00 p.m.	Arrive at Crusade for Justice Headquarters
	Guided tour of facilities - Mr. Emilio Dominguez Dinner and program
6:30 p.m.	Leave Crusade for Justice Headquarters for LARASA Headquarters.
7:30-10:00 p.m.	LARASA Headquarters - meet with representatives of the various agencies listed below: I. Welcome: Martha Urioste, Vice-President, Congress of Hispanic Educators II. Presentations: Introductions - Mr. Sam Chavez, President, Congress of Hispanic Educators 1. Congress of Hispanic Educators - Mr. Sam Chavez 2. LARASA - Mr. Tony Lovato 3. Centro Cultural - Mr. Gil Martinez 4. Operation SER - Mr. Vincent Garza 5. Latin American Educational Foundation - Mr. Armando Atencio

III. Coffee break - Informal discussion with resource persons

IV. Father Torres, Archbishop's Assistant on Hispano Affairs - Slide Presentation

V. Questions and Answers

Thursday, June 19, 1969

8:30-9:00	Review of Wednesday Program
9:00-10:45	Teams complete plans for presentation
10:45-11:30	Team Report Wyoming Critique and evaluation
1:00-2:15	Team Report Adams County Team Report Trinidad Critique and evaluation
2:15-2:45	Coffee Break
2:45-4:45	Team Report Grand Junction Team Report New Mexico Team Report Longmont Critique and evaluation

Friday, June 20, 1969

9:00-10:00	Team Report Greeley Team Report Denver
10:00-10:30	Coffee Break
10:30-11:30	Follow-up activities expected of teams within their own communities and Institute evaluation
12:00-2:00	Mexican luncheon for staff and participants of the institute at El Burrito, 2207 Ninth Street Speaker: Dr. D. Harold Bowman, Director of Multi-Media Approach to Library Services for the Spanish-surnamed Institute.
	Dismissal.

Evaluation of the Program

Major efforts at evaluating the program are concerned with the anonymous reports supplied the last day by the participants. Verbatim copies of these are in the appendix. Here an attempt will be made to synthesize these evaluations.

As was indicated in Chapter I, there was some misunderstanding of the purpose of the institute. Of those who mentioned this feature, nine came under the impression that the purpose was primarily one of "feeling" or understanding of the cultural problems and differences. A like number, nine, felt the purpose was for information (technical). However, the great majority accepted the "feeling-understanding" position and left with the overall evaluation that the institute was a success.

This evaluation of a successful institute was about the only point on which there appeared to be unanimity. Such factors as there should be more group work, less group work, or different groups were about evenly divided. Suggestions as to the nature of the full-time staff were equally uncertain as to whether group dynamics specialists would have been better able to handle the sensitive issues than the staff. If this type of institute were to be offered again, it probably would be well to consider such a professional person for inclusion on the staff.

Practically all visiting lecturers receive mention by name by some participant. Martha Urioste received the most mention followed closely by Father Torres and Manuel Carillo.

The results of this memory game are not particularly surprising. Miss Urioste, in discussing the language problems of the Spanish-surnamed presented factual materials on voice pitch and volume that was new and somewhat surprising to all the Anglo participants. This in itself was enough to insure that she would be remembered.

Father Torres had a slide-music presentation on the background and culture of the Spanish-Surnamed. The presentation was extremely well done, again providing an explanation of why he was singled out more by name.

III. Recommended Programs

As stated in the objectives for the institute several end products were desired. A number of these outcomes involved emotions and changes in attitudes. It is difficult to determine objectively if this type of objective has been achieved.

The most concrete product of the institute was to be a plan, developed by the team members, for improvement of that particular community's library services to the Spanish Surnamed. These plans were presented orally during the final two days of the institute. Time was allowed for criticism and evaluation after each presentation.

There was considerable difference in the approaches suggested and in the goals set. There was little criticism of the proposals. The director realizes that this could be due in part to the "I'll scratch your back if you'll scratch mine" philosophy. However, the staff, too, had little to say. Speaking for myself, I felt that the participants had a degree of empathy with and for each other. I believe the participants felt that each team had made a good, solid, proposal--one that was practical for their community, and one that would be a very real, if sometimes small, step in the desired direction.

However this may be, the eight reports follow:

SURVEY, ADAMS COUNTY, COLORADO

DISTRICT # I, MAPLETON

Team Members: Lillian Goodstein, Thea McKaig, Sam Fernandez

Background

Adams County, Colorado, School District # I is located directly north of Denver. It consists of two distinct areas: the southern part is unincorporated; it has a good many underprivileged families, some of whom are employed in the stockyards. There are also many old farm families of Italian ancestry who have been in the district for many years. This part of the area has a good tax basis as industry is moving in, and Denver would like to annex it.

The northern part of the district consists of the southern half of the city of Thornton, and has a very different make up, primarily lower middle class Anglos who have moved into the area in the past ten years. This area has a large school population and a low industrial base. There are also some disadvantaged families in this area, primarily because of income problems.

The school population numbers about 6700; about 900 of these are Spanish surnamed, 42 oriental, 80 Negro and the rest Anglo. The drop out rate for the district is about 10%, of which about 8½% are Spanish surnamed. About 8% of the housing in the district is sub-normal, and about 5% of the Spanish surnamed live in this type of housing.

There is a large turn over in school population in Mapleton. Figures furnished by the Title I co-ordinator show that 1/3 of the children entering first grade are no longer enrolled in the district by 6th grade; one-half of these children have left by 8th grade.

Approximately 40% of the Spanish surnamed in the district can be considered migrants who come from Texas or New Mexico. The children are bi-lingual when they enter school.

The percent of the Spanish surnamed employees in the district roughly matches the percent of students. From 12½% to 15% of the employees fit in this category. There are numerous teachers and some counselors in the professional group.

In the class of 350 which graduated from Mapleton High in 1969, 19% of the graduates were Spanish surnamed. Twelve of these students received scholarships to Colorado colleges.

The Administration

The administration of School District # I is keenly aware of the various problems that accompany the bi-lingual and minority children in the area.

In the process of evaluating the existing problems, it was decided to attempt an attitudinal change through the district's Title I program. Involvement was directed toward the Mexican-American target areas which were typefied by dire poverty, broken homes and negative attitudes toward school and community agencies and lack of personal worth and integrity.

The Title I staff consists of a certified councilor sensitive to problems of minorities; two special assignment teachers, oneof them a Mexican American, a product of non-English speaking family who has known poverty and the problems facing the Chicano yesterday as well as today; a para-professional, an immigrant to this country, experienced in the handling of the disadvantaged children as well as identifying with the outnumbered.

The staff is working very closely with community agencies such as Head Start, welfare, mental health clinics, medical facilities, courts and probation departments, employment agencies, community college, vocational schools, work study programs, the Latin American Education Foundation, and with colleges and universities willing to extend aid to the Mexican American youth.

Recommendation

The committee feels strongly that there is a great need for a district wide in-service program to make all personnel more aware of the Spanish surnamed students in respect to:

1. The background of their cultural heritage
2. An insight into the child's environment
3. A knowledge of the present trends in working with the disadvantaged child
4. An opportunity to meet Spanish surnamed people and hear their views
5. Giving practical suggestions so Spanish surnamed children can develop a better self-image.

Library Service in the District

Since Mapleton is an unincorporated area, there is no district library service as such. The Adams County Library has a branch in Thornton, and there is some bookmobile service in the area. Any materials not available in the school libraries can be obtained by contact with the Thornton Library. If not available here, the request will be forwarded to Denver Public Library. Library cards from the Thornton Library are now honored in any of the five county libraries in the metropolitan area. This is a great advantage to Mapleton students, as in the past, there was a $10.00 annual charge for non residents of Denver who wished to use the Denver facilities.

The district itself has been most generous in setting up and equipping libraries in the two high schools and the two junior highs. They have been staffed by librarians and the media concept has been introduced.

There has been one elementary librarian to serve the eight elementary schools in the district. This has been an almost hopeless task. A library will be set up in a school one year, and the following year, when the space is needed for a class, the books will be put in a closet or distributed to classrooms.

Individual principals prefer to order books independently so that duplication of titles result, rather than central ordering which would result in a better percentage. This also leads to duplication when cataloging similar titles. This all means that the students are not receiving the assistance they need in learning about books, in learning how to operate and use A.V. equipment in a learning center; they are deprived of much needed story telling time.

It seems that many of the helps the Spanish surnamed child needs are in this area--where a child should be exposed to books of all kinds, particularly picture books, and learn to feel free and familiar with them, and learn that the librarian is his friend. The need for library services to the elementary children during the summer vacation period has not been fully included in the summer recreation program.

Funds have not been availavle to hire the needed librarians and provide the necessary space for library services, but a partial beginning could be made with use of library aides and even high school students who are trained as assistants. Some Title I funds have been used in this area in the past.

The district does not have a central catalog of materials, but a small beginning has been made by listing all NDEA materials in the Administration Building, and giving their location. The district A.V.

director puts out a yearly catalog of A.V materials in the district, and they are available to students and teachers on order through the materials centers in the principal's office.

Library Service at Mapleton High

A full time librarian and a full time clerical assistant have comprised the staff at Mapleton High. The library was an addition to the building in 1964. It covers the space of six classrooms, is carpeted, has independent study carrels, several A.V. booths and a library classroom. The present holdings consist of approximately 7,000 books. Enrollment will be about 650 for the coming year. The budget runs about $2,000.00 annually. The library subscribes to about 73 60 magazines and periodicals. There are some filmstrips, records, film loops, pictures and transparencies available. The audio equipment is housed in the library.

This fall, due to program changes, several teachers will be assigned specific periods in the library. This will be an opportunity for the librarian to reach the faculty, to make them aware of the holdings in their own area, and hopefully, for them to bring some feed back to the library as to what the library can do for them. Also, they should encourage more student use of the library services. Several male faculty members have expressed a desire to takeover the supervision of the A.V. equipment. This will help solve a long standing problem.

The library materials have always been selected with the curriculum in mind, as well as the different reading levels and interests of the students. To date, no special consideration has been given to the needs of the Spanish surnamed, although a class in the History of the Southwest has been offered this past year, and a bibliography of our books in the area begun. One of the history instructors is attending an institute on minority problems this summer, and both he and the librarian plan to work together to gather materials for this class.

Suggestions as to how the school library can implement working with the Spanish surnamed children:

1. Encourage Spanish surnamed students to work as library assistants.
2. Establish a human relations club where students can come together to know and understand each other and their problems, air their gripes.
3. Survey the holdings of the library with the assistance of Spanish surnamed students and teachers. Add to collection by using bibliographies from Institute and suggestions from school clientele.
4. Examine texts for prejudice and stereotypes.
5. Involve Spanish surnamed children in tutoring program with younger children. This should give both youngsters a more positive self-image.
6. Involve teachers in a program to work with Spanish surnamed disadvantaged children through TIC (Teacher Involvement in the Community, a part of the Mapleton Education Association). Appeals for magazines, paperbacks, newspapers could be made. Title I contacts can give location for distribution of materials in target area homes. Personal visitation could encourage use.
7. Make available bulletin board materials, displays on human relations with emphasis on a positive image of the Spanish surnamed.
8. Work with A.V. and Spanish language coordinators to prepare district wide bibliographies of materials already in the district; make suggestions for additional materials for use by students in independent study.

Title I

The para-professional is, in truth, a "trotaconventos", a go-between. Her main job is to continually reinforce the concept of the positive self-image.

On a one to one or small group basis, students are given scholastic help and guidance such as kinesthetic method for letter recognition, overhead projector for reading skills, tape recorder for good diction, flashcards for spelling, worksheets for math drill, physiology for readiness for the primary child, chalk board exercises to develop large muscles, balance beam for coordination, eye movement exercises to develop hand eye coordination and visual perception. The Montessorri method to teach printing, the McKee method to unlock strange words for slow readers. In general, to be there to do with the student, not for him. Most of all, the immediate evaluation of product and on the spot correction or praise.

Students are also encouraged to express opinions and grievances freely and to ask personal advice as well as seek financial aid for special occasions (school fees, transportation to and from jobs, or clothing to participate in school functions).

Also it has been found to be much more profitable to the child to be involved with the whole family. Consequently, a great emphasis is placed on alleviating domestic problems.

The cultural enrichment phase of the program provides the children with coloring and reading books, puzzles many times to enhance library awareness.

As a result, we are able to lessen pressure, supplement nutrition, promote mental health and generally enrich the lives of those that need us and therefore promote a better community-school relationship.

Title I Innovations Geared to the Needs of Hispano

1. Search out carefully and employ suitable Spanish surnamed bi-lingual teacher aids

2. Set up and follow through a defined training period such as: three day workshops involving faculty.

   a. Sensitive to all the aspects of the child's positive self-image and school attitude.

   b. Awareness of the position as a para-professional in the system.

1. How to make suggestions to professionals--in the form of a question asking opinion--not to undermine their own positive self-image.
2. Instruct about different value systems in the Hispano and Anglo societies.
3. Place strong emphasis on an open mind toward all faculty and students in learning situations.
4. Stress the importance of confidentiality, but keep open communication channels where this applies.
5. High intensity training to all aforementioned techniques especially the perceptual area. Become familiar with district policies, building codes etc.

Add a suitcase library to the already existing services to contain such items as bi-lingual interest materials--books, records, toys, clay, puzzles, games. Pamphlets and paperbacks on how to do it information for parents use will also be available.

ADELANTE RAZA: AN APPROACH TO SOLUTION ON THE CENTRAL WESTERN SLOPE

Team Members: Martha Lesher, Nellie Dick, Arlinda Paiz, Della Montoya, Patricia Ortiz

In the historic year 1776, and I speak here in the Spanish tradition, there left from Santa Fe a great expedition, the purpose of which was to search out a route to the Spanish missions at Monterrey, California. Its titular head was a man named Dominguez, but its moving spirit, and the chronicler of this following of the dream was Fray Silvestre Velez de Escalante. This expedition never reached California. They were forced to turn back, but they did find Western Colorado. In the course of their wanderings, they came up over "una mesa grande", came down from it, and at length came to a river which the ~~Yutas~~ (Utes) called Colorado. Away to the north rose some mountains which were white earth at the top half, red earth at the bottom half, streaked with white, ~~and~~ with amber, and with ochre. Today we call them the Book Cliffs, and between them at the northwest, and Grand Mesa at the southeast, lies "un vallejo grande", the Grand Valley where we happen to live. ~~But~~ We ~~here~~ do not, however, represent the Grand Valley, nor Mesa County alone, but all of this vast territory which Escalante discovered and which play we call the Central Western Slope. ~~And~~ We are here ~~today~~ sponsored by the Pathfinder Library System, ~~and~~ with the cooperation and good wishes of the Migrant Council at Delta, and the Community Action Council in Grand Junction, and with the encouragement of the principal of the Elementary School in Olathe, among other interested individuals. It is of this large area that we wish to speak, of our Spanish-surnamed peoples, of our problems, and of an approach toward solution. ~~And~~ This we call ~~this~~ "Adelante Raza."

Adelante Raza

I. Background explanation.

Our agricultural area.

Our mining, and allied industries.

Our population, and population percentages.

Our libraries (Pathfinder System) and what they have done.

II. A hora - what we do now.

Pathfinder System Joint Workshop--with "fulano" and representatives from various interests, persuasions, and walks of life - to report on "what happened here", and to discuss what might be done toward solution.

Winters street meetings - to discuss the same thing, mas en Espanol.

Also at Winters street - aid in a practical learning program.

III. A luego - what we would hope might develop.

A Pathfinder System advisory council composed of Spanish-surnamed, Anglo, and Library representatives.

Stemming from this - or leading toward it - local councils.

Concurrently, an "airing" council - i.e., an area council which would serve as a clearing-house, a forum where Spanish surnamed can make themselves heard.

Proyecto Bienvenidos - The consideration of Latin-American branch libraries, one in the Delta-Montrose area, one in Mesa County.

Fiesta de la gente - which would follow two avenues - one, a continuing program, using the Multi-Media approach, in appreciation of a proud heritage, this being a library involvement.

And, each year a community Fiesta honoring La Raza.

IV. How?

By ordering materials - newspapers, periodicals, pamphlets, paperbacks, films, filmstrips - i.e., Multi-Media resources.

By spreading the word throughout the community, again using Multi-Media, i.e., newspapers, radio, T.V., bulletin boards, washaterias, grocery stores, cafes, cantinas, by word-of-mouth, etc.

V. Who?

Everybody; and in particular, Spanish-surnamed, bi-lingual aides in the community, in both official and non-official capacities; and in the library, through the cooperation of Western College in Montrose, and Mesa College in Grand Junction, and through in-service training.

All this past week I have been trying to think of that "Devotion" of John Donne which begins "No man is an island..." It was Joan Harrigan who finally put me on the track of it, with her quotation from it, and with her approval, I would read you this "Devotion."

> No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friends or of thine own were; Each any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls: it tolls for thee.

We have learned much at this Institute, from all of its speakers and participants, but perhaps most important has been a lesson not of fact at all: that where there are differences, while there are differences, there is that which unifies us, which is common to us all, and that is the weeping of the heart. Out of a particularly personal heritage, the duality of which my family is particularly proud, I would appeal to you, as would we on this team, all: Mia gente, mia gente, my people, my people, why do we hurt one another.

PROPOSALS FOR IMPROVED LIBRARY SERVICES TO THE SPANISH-SURNAMED IN THE DENVER AREA

Team Members: Joanne Classen, Eva Coronado, Mary Espinoza

The area of the city north of 6th avenue, west of the Platte River, and bounded by the northern and western boundaries of the city contains a high concentration of Spanish-surnamed persons. These people are further concentrated into the areas east of Federal Boulevard, and south of 26th Avenue. These latter areas are contained mainly within the Model Cities Target area.

According to the Denver Public Schools in 1967 the nine elementary schools in this area enrolled from 35%-80% Hispano children. The average percentage for all these schools was 61% Hispano and 34% Anglo enrollment.

The population for this area of Denver is approximately 75,000; the average education level is 10.6 years of school completed; the average income level is $5,942, with the lowest average income being $5,000. The lower education levels, lower income and the concentration of Spanish-surnamed people seem to group together in census tracts: primarily those bounded by the Platte River, Colfax, Federal and I-70. The age groupng of the population shows 0-4 years, 10.50%; 5-19 years, 28.08%; 20-44 years, 22.84%; 45-64 years, 22.84%; 65 and over, 13.15%.

The following reasons have been advanced for non-use of the Denver Public Library: 1.) Location of the libraries. 2) Lack of materials of interest to the Hispanic people. 3.) Lack of mobility of the population, caused by such geographic barriers as the Interstate Highways 25 & 70, the Platte River, Federal Boulevard, Speer Boulevard and also by the lack of public and private transporation within this area. Surveys of the area east and south of Woodbury Regional Library, which is located at West 33rd and Federal, indicated that the Spanish-surnamed people tend to stay within a six to eight block radius of their home.

During this past fall and winter, several proposals for increased library services to this area were prepared by members of the Regional and Main Library staff, members of the National Council of Jewish Women, and Mr. Ben Gayton, former director of the Platte Valley Action Center. These proposals included the following recommendations:

1. The hiring of a community aide for the area who would be bi-lingual and Spanish-surnamed, and who would have some understanding of how the library can help an individual or group, and who would attempt to discover the needs of the community, and to find ways of meeting these needs.

2. Renovate the presently unused book mobile to provide immediate service to the community and also determine the need for, and the location of, a neighborhood library.

3. Establish one or two mini-libraries within the area east of Federal and south of 32nd Avenues. These mini-libraries would be specifically oriented to the various needs of the residents--language, vocational, ethnic and recreational. Such libraries would be active participants in the Model Cities program, perhaps joining other agencies, whereby health and social services, recreational and educational facilities and services would be concentrated in a community service complex. The locations would be chosen by the response to the bookmobile as described in Proposal #2.

4. Eliminate fines and fees in this area, and simplify registration regulations and procedures.

Of these proposals only the second one has been acted upon. With the help of a state grant, a three month demonstration project is now underway. The unused bookmobile is being completely redone; shelving has been removed from one side and is being replaced with pegboard for display of children's games, records, framed pictures, giveaway materials, etc. Paperback racks are being installed, both inside and out, and all informational materials will be bilingual. It is being heavily stocked with both paperback and hardcover materials on all subjects, with special emphasis on the Spanish and Mexican heritage and culture. Games, puzzles, films and records will also be provided in addition to the traditional library materials. No fines or charges for lost or damaged materials will be made, Overdues will be sent only on hardcover materials. Registration has been simplified, requiring only the signature and occupation for adults, and for children, the parent's signature and the school.

These suggestions for improving library services were made by members of the team attending this institute, and are as follows:

1. Put collections of books in places frequently used by people, such as the various action centers, recreation centers, housing project recreation centers such as Stapleton or Las Casitas, and in waiting rooms in the Health Centers. This would be done with the cooperation and advice of the community, particularly the North Denver Action Council, of which Mrs. Espinoza is a member.

2. As Woodbury serves as the resource center for this area of Denver, the collection needs many more additions to serve its population more adequately. The areas of Hispanic culture and heritage, high interest-low reading level books, and bi-lingual materials for both children and adults need particular attention. Non-book materials, such as films and records, should be a part of the collection; presently these are available only at the Main Library. Newspapers and magazines in Spanish would also be added.

3. Increases community awareness of library programs and events by posting signs, posters, and flyers in community gathering places such as cafes, grocery stores, laundromats, etc. These should be bi-lingual. Send information also to neighborhood newspapers, churches and to the Spanish radio stations and newspapers.

4. Make informal visits to classes as schools and to Headstart groups to tell stories, talk about books, and meet children on a one-to-one basis.

5. Utilize the park setting of the library during the summer months by having outdoor programs for children such as magicians, Mexican or Indian dances, or similar entertainments. Possibly free refreshments could be a part of such a program; several firms will provide them for free publicity.

6. Consider having a game or family room in some area of the library, so that children could go there and read or play without disturbing others in the library.

7. Orient library-sponsored programs (adult and young adult) to topics more of interest to the community, such as films showing the heritage and culture of Hispanos, underground movies, etc.

8. Try to educate the Anglo community (including the library staff) to an awareness of the problems of the Chicanos by using films such as "Education and the Mexican-American", "Pancho", or the slide-lecture given by Father Torres.

9. Try to achieve a friendlier attitude and atmosphere in the library; a more informal air might be achieved through the playing of Mexican or Spanish music, colorful posters or bulletin boards featuring places or famous people in Mexico and Spain.

10. Simplify registration forms; this is one of the biggest obstacles the library presents to the Hispano who comes into a library.

11. Provide library bus service on a regular schedule, whereby citizens of all areas could be transported to the Library and returned to their immediate locality.

One of the consultants at the Institute suggested these two possibilities for state or region-wide action.

1. Encourage non-professional staff members, particularly the Spanish-surnamed, to take the Library Technician course offered at both Community College in Denver, and at Mesa College in Grand Junction, on a tuition refund basis (tuition to be paid at least in part by the library), to encourage them to seek promotions and become a better member of their community.

2. Encourage someone working in the Documents Division of the Denver Public Library to do research in government documents to locate primary source materials on all phases of American history, particularly in those areas relating to our relations with Mexico. If such a bibliography were to be compiled and published, it would prove to be an invaluable primary source for accurate materials in this field for all libraries.

FERIA CULTURAL DEL SUDOESTE

CULTURAL FAIR OF THE SOUTHWEST

Team Members: Victor Garcia, Dorothy Kaufman, Sheila Obert, Betty Schulte, Veronica Tennal

Problem:

Lack of library extension services to the Spanish-surnamed in Weld County.

Objective:

To foster better communications and relations between the Spanish-surnamed and the librarians.

Proposed guidelines:

To extend a multi-media approach through the culture of the Hispanic people.

1. Public Relations and Source of Personnel and Supplies:

   A. Weld County Library
   B. Greeley Public Library
   C. Local school librarians
   D. Colorado State College Library
   E. Church and Civic Organizations

2. Target Areas of Need:

   A. East Eaton
   B. Greeley Spanish Colony
   C. Fort Lupton

3. The Fair:

   Advanced Publicity

   A. News papers
   B. Radio
   C. Church Bulletins
   D. Printed Flyers
   E. Posters

4. Media: (in Spanish and English)

   A. Art
   B. Performing Arts
   C. Story Telling
   D. Music
   E. Film Strips
   F. Films
   G. Displays of:
      Newspapers, Periodicals
      Books both paperback and hardback

PROBLEMS OF SPANISH-SPEAKING PEOPLE OF THE SOUTHWEST

Team Members: Victor Garcia, Dorothy J. Kaufman, Sheila Obert, Betty Schultz, and Veronica Samuel

ACKNOWLEDGMENTS

Many of the ideas and materials presented in this paper were gained at the Institute on Multimedia Approach to Library Services for the Spanish Surnamed. We have quoted from a few of the speeches given by guest lecturers. Other sources of relevant information were from an unpublished paper entitled, "Historical and Cultural Conflicts of the Mexican-Americans" by Betty Schultz.

INTRODUCTION

In this paper, we have tried to show in a brief way that the Spanish-speaking people of the Southwest share a distinctive culture. The impetus for acculturation of this group must be awareness of individual differences, knowledge of group trends and conditions, and a change in attitudes.

A knowledge of the culture is not the answer in solving all the problems that beset persons in dealing with Spanish-speaking people, but a knowledge of the culture can be the useful tool which makes other knowledge and skills more effective.

There is considerable disagreement as to the proper terms to be used for Spanish-name people of the Southwest. For the purpose of this paper we shall use, "Spanish-speaking," "Mexican," "Mexican-American" and "Chicano" to refer to the persons or groups who use some form of Spanish language and who basically have some type of Spanish or Mexican background.

HISTORICAL AND CULTURAL CONFLICTS OF THE MEXICAN-AMERICAN

The Spanish-speaking people in the United States are a heterogeneous collection of groups with significantly varying racial characteristics and diverse historical backgrounds. Although they speak a common language and the majority have a common faith, they are not culturally homogeneous people. Relatively few are natives of Spain or native-born citizens who can trace their ancestry directly to Spain. The great majority have come to the United States by way of Mexico.

Table 1

IMMIGRATION TO THE UNITED STATES

FROM MEXICO[a]

Decade	Number
1861-1870	2,191
1871-1880	5,162
1881-1900	Records Incomplete
1901-1910	49,642
1911-1920	219,004
1921-1930	459,287
1931-1940	22,319
1941-1950	60,589
1951-1960	299,811

[a] Census figures from Herschel T. Manuel, Spanish-Speaking Children of the Southwest (Austin: University of Texas, 1965).

The remainder have migrated from South America, other countries beside Mexico in Central America, and from the Philippine Islands. The migrants from Central America have come mainly from Puerto Rico and Cuba, with most of the Puerto Ricans settling in and around New York City. The Phillippino population is concentrated along the Pacific Coast.

In the Southwest a relatively few of the Spanish-speaking people can trace their ancestry to the Spanish; most are of Mexican and Mexican-Indian descent. They vary from people whose ancestors settled in the area even before the Mexican revolt from Spain, to the low-status "wetback" who has been able only recently to establish himself as a resident in the United States. There is a lack of interest in attempting to trace family trees; sometimes it's financially impossible; other times it would be impractical due to the time invested. Detailed census of the Spanish-speaking are difficult to come by; they are available only for the five southwestern states. In 1960, three and one-half million persons having Spanish-surnames lived in California, Texas, New Mexico, Arizona, and Colorado.

Table 2

POPULATION OF SPANISH-SURNAME IN SOUTHWEST
UNITED STATES (1960 CENSUS)[a]

States	Numbers
Arizona	194,356
California	1,426,538
Colorado	157,173
New Mexico	269,122
Texas	1,417,811
TOTAL	3,465,000

[a] Census figures from Herschel T. Manuel, Spanish-Speaking Children of the Southwest (Austin: University of Texas, 1965).

Although the names of people are a factor of minor significance in studying cultural problems, the count of Spanish-surnames as used in the census gives a useful estimate of the size of the group called Spanish-speaking. The fact of having a Spanish-surname is not by itself a matter of social significance, the social significance arises because such persons are treated as being different and as forming a category.

Despite the fact that Mexico has been the chief source of immigration for the last thirty years, the Mexican still carry minority status. In California and Colorado approximately one person in ten is Spanish-speaking; in Arizona and Texas, one in six; and in New Mexico, one in three. Thus in each of the states the Spanish-speaking are a minority group by a wide margin, but they are the largest of the minorities.

> We may define a minority as a group of people who because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination. The existence of a minority in a society implies the existence of a corresponding dominant group with higher social status and greater privileges.[1]

Though the Mexican has contributed so richly toward making the rapid development of the Southwest possible, few of them benefitted. They were of a simple pastoral culture, used to a barter system which lent itself to dependence and cooperativeness. They soon became foreigners in a land that once was their home. They were barred from all but the poorest paid jobs. Yet, with the hope of jobs, thousands of immigrants from Mexico entered the United States.

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[1] George Simpson and Milton Yinger, *Racial and Cultural Minorities* (New York: Harper and Row, 1965), p. 16.

A guest speaker of the Institute for the Spanish-surnamed at Colorado State College, Manual Carillo, stated that the Mexican was not prepared, nor did he understand the highly competitive way of life in the United States. These simple people were unprepared to compete with the flood of ambitious, hard driving "Anglo" people who engulfed them.

In the 1850's Army engineers were sent West to survey for transcontinental railroads. Desperately seeking labor, hiring agents offered work to any Mexican they could find. In boxcars that were to be their homes, they were sent to jobs. Before long so many peons were arriving at the border that railroad agents could pick and choose.

Those that were passed by were stranded until one Texas cotton planter had an idea. He hired Mexicans to plant or pick cotton for day wages. When the job ended they could look for other crops in other places. Soon farmers along the lower Rio-Grande got the same idea. So too did the citrus growers, the lettuce planters and the sugar-beet companies. All eagerly invited Mexicans to join the growing army of migrants who endlessly followed the harvest.

One of the team members attending the CSC Institute related her experiences of living in a boxcar as late as 1946.

The migrant labor system was wonderful for the factory farms. They paid ten to twenty cents an hour for Mexican labor, and profits were high. For the Mexican laborers and their wives and children, it turned the dream of a better, fuller life into a nightmare of hopeless wandering. "Hired not as individuals but a 'crew' they moved from one isolated farm camp to another with no opportunity to learn English or acquire our customs. Paid sub-subsistence wages, entire families had to work from dawn to dusk if all were to eat."[1] Children got a chance for schooling only when the family settled in an area when school was in session. The period of schooling was generally for only a few months.

It is significant to note that in many areas interested people are making progress in establishing schools for the migrant children. Mr. Jim Eager, principal of East Memorial elementary school in Greeley, Colorado, and also director of the Migrant School in Weld County, stated that a successful program has been conducted in Greeley for the past three years. He also said that a high percentage of his students return yearly.

Mobility is difficult for children. The child of migratory farm workers must move when the crop season ends regardless of schools. This unstable and insecure life has a profound disruptive effect. Constant change of schools means loss of time, credit, falling behind in normal grade level and inadequate transfer of records. Children must be educated in order to become useful and well adjusted citizens. Until the last few years "Anglo" society has not given the migratory child a chance to receive even minimal training or education.

As early as 1963, Secretary of Health, Education, and Welfare Anthony J. Celebrezze summarized the low educational attainments of migratory children.

> Migrant agricultural workers are often described as America's forgotten people and their children are referred to as the most educationally deprived group of children in our nation. They enter school lae

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[1] Albert Q. Maisel, They All Chose America (New York: Thomas Nelson, 1957), p. 178.

> their attendance is poor, their progress is slow, they drop out early, consequently their illiteracy is high. Studies indicate that most migrant children are far below grade level and their school achievement is usually under fourth grade.[1]

Often during the institute it was brought out that desparity sets in when the Mexican child reaches adolescence, and it is a significant factor in his desire to drop out of school. He is older than the other children in his class. Language differences in cultural patterns and social organization, inter-group tensions among the workers, and pressure from his family to work in the fields combine to make migrant youths feel more unwelcome in school. (See Appendix for Statistics for Denver Public Schools prepared by Martha Urioste.)

However, most migrant families have a "home base" where they spend the longest single period of the year. This is where the children can stay the longest time in one school and where the family may become legal residents. Many have chosen to remain in the area in which they migrated; others have moved into cities in search of industrial employment. It is interesting to note that the Mexican people are distributed among English speaking people throughout the Southwest and are not concentrated in an area which could be set off as a Spanish-speaking state. There is no large area in the five southwestern states which is occupied exclusively by Spanish speaking people.

Due to economics, they tend to live together in separate communities or separate distinct parts of larger communities. The Mexican section, sometimes referred to as the Mexican Colony or Barrio, generally includes some of the least desirable residential areas of the community. Their houses are more likely to be substandard than those of the rest of the community. The people are poorer than the average in the community and a great many receive government aid. A higher proportion of them have low paying, unskilled jobs as compared to the "Anglos." The educational level, as far as the number of years in school, averages lower than the rest of the community, particularly for persons forty years of age or older. More children drop out of school, and attendance is regular. The general health level is lower, and this results in more public health and welfare work. Political participation and interest in community programs and civic affairs is not great. (See Appendix for Federal Aid Programs.)

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[1] Rural Youth in Crisis: Facts, Myths and Social Change, No. JD-3001 (Washington, D.C.: Department of Health, Education and Welfare, 1963)), p.377.

This is a generalized description of the "Mexican Section," and should not be accepted as representative of conditions among all Mexican-Americans. Many occupy homes and have economic, educational and other advantages equal or better than those of the "Anglos." Where Mexicans and "Anglos" live side by side, the obvious cultural differences are not great. The houses they live in, the food they buy, the clothes they wear are pretty much the same.

Of course, there are the usual efforts to stereotype the Spanish-speaking, and to talk glibly about the "Mexican" or "Chicano." However, there are some valid differences in ways of looking at life and of living it. Social and psychological characteristics of the Mexican have been pointed out many times during the Institute. (See Appendix for Degree of Acculturation of Mexican-American Beginning with Migrant: as given by John L. Garcia of the Colorado Department of Education.)

Bernard Valdez, Manager of Welfare, Denver, Colorado Welfare Department, gave the following traits of the Spanish-speaking of the Southwest:

1. Folk-oriented societies.
2. Male dominated.
3. Closely knit extended families.
4. Family dependency.
5. Family educated.
6. Family recreation.
7. Present day orientation.
8. Non-competitive.
9. Role acceptance not based on economics.

Much comment has been made about the lack of strong and effective leadership within the Spanish-speaking of the Southwest. They have been unable to develop effective leadership from among their members or to organize for the purpose of improving their own status. There have been some large and fairly long-lived organizations of Spanish-speaking people, but for the most part, until recently, these leaders have exercised their talents as individuals outside of the minority group rather than within. To be a leader, one must have a following. Just as the village culture of the Mexican people offers little opportunity for the development of leadership, there are equally few chances for anyone to learn to be a follower.

> When cultural differences are wide it is fairly easy to take them into account in attempting to understand the behavior of a member of a different culture. Where they are not great and the resulting variations in behavior are somewhat subtle, as between the English-speaking and Spanish-speaking of the Southwest, it is easy to forget that they exist and to expect that persons possessing the attributes of a slightly different culture will behave as we do. When they do not, the tendency is strong to react with moral disapproval and the application of various kinds of sanctions in order to bring about expected behavior. 'Anglo' school officials, for example, frequently feel that some Spanish-speaking parents should be more concerned about the school attendance and progress of their children, and a common topic in discussions of the 'problem' of educating Spanish-speaking children is how much coercion should be used to assure the interest and support of parents. There is also a further tendency, when members

> of the culturally different group have highly visible biological characteristics, to see their behavior differences as somehow due to innate genetic factors that through some unexplained mechanism, produce the questionable behavior.[1]

Just as there are differences between the Spanish-speaking of the Southwest that enable us to distinguish between Mexican migrants, and Mexican-Americans, so are there noticeable differences within each of these groups that enable us to separate them into subgroups on the basis of certain observable uniformities of attitudes, attributes, Achievements and associations. These differences can probably best be described in terms of social class. The basis of class distinctions lies in the tendency of persons with certain combinations of personal and social characteristics to associate more frequently and more intimately with those of similar characteristics than with those whose characteristics are considerably different, and to develop feelings of identification with those whom they perceive to be like themselves.[2]

For the second generations this class difference presents real problems and may be one of the factors leading to social disorganization.

Since the Mexican is the newest of the large immigrant groups (the fourth largest in the United States), a large second generation born of parents of Mexican nationality is only now coming to maturity. Unlike their parents, this generation knows nothing of Mexico. They have been born, reared, and educated (after a fashion) in this country. But they come from Spanish-speaking homes, they live in Mexican shacktown slums, and, as a group, they are violently maladjusted. As youngsters they have been denied many educational and recreational facilities, while, at the same time, their appetite for the excitements of American life has been inordinately stimulated. The traditional restraints of family, culture, and church have little application to them as a group. Mexican family life and Mexican culture have become disorganized and chaotic. Social discrimination had also served to make them extremely race-conscious.[3]

The Anglo-American has social values which allow the young to question the authority of the old and encourage individual initiative. Independence is a highly prized virtue. Anglo-Americans generally object to customs which are different from their own, and this has led the Mexican-American to try to become increasingly "Anglo" and to discredit his own unique heritage.

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[1] Lyle Saunders, *Cultural Difference and Medical Care* (New York: Russell Sage, 1954), p. 105.

[2] *Ibid.*, p. 79.

[3] Carey McWilliams, *Brothers Under the Skin* (Boston: Little, Brown and Company, 1943), p. 126.

The Mexican is beginning to emerge from the isolation which poverty and migrant labor has imposed upon them,and the prejudice with which other Americans once regarded them is showing some sign of diminishing. Perhaps World War II was one of the important turning points. The impact of this war on the cultural conflict was tremendous. The American-born Mexican generation was no longer bound, as its parents had been to follow the crops. "Months before the attack upon Pearl Harbor, the 200th and 515th National Guard Regiments--composed almost entirely of Spanish-speaking New Mexicans--had been sent to the Phillippines."[1] In the jungle battle of Bataan and at Corregidor these units set a record for valor, and won the admiration of all Americans. Many Mexicans won a phenomenal number of awards for gallantry in action. "Of the twenty-six Texans who received the Congressioanl Medal of Honor, five were of Mexican descent."[2]

After the war they returned to the Southwest determined to improve their civilian status. Many used their right under the GI Bill. Many entered colleges and technical schools. "A census taken of 1930 could find only 1,100 Mexican-Americans who had qualified as teachers, only 165 physicians, and fewer than 100 lawyers; today this group of professionals now numbers between 30,000 and 34,000."[3]

Although statistics are not available many of the speakers during the Institute brought out the fact that professional status in many areas is being acquired by more "Mexican" persons. Until equal, adequate education is provided, the bulk of the Mexican-American population will not be able to rise to that of the "Anglos."

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[1] Maisel, They All Chose America, p. 179.

[2] Ibid., p. 180.

[3] Ibid., pp.180-181.

In pre-war days, few Mexican-Americans could acquire enough capital to start a business, but after the war thousands of veterans returned determined to strike out on their own. Today, with a few years experience, many are competing successfully with old established Anglo firms. In all areas of our society the "Mexican" is beginning to establish himself. However, despite all the progress made, many still remain among the poorest paid and least educated. Working and living conditions though vastly different from what they were, are still far from ideal. This was shown in the film *Hispano Life in the City*.

"Education is said to be the key to a change in culture patterns, to a situation in which the two great peoples of the Southwest recognize the values of the other--a 'looking across' rather than a 'looking up' and 'looking down' relationship."[1]

Organization of the Spanish-speaking people to promote unity of thought and action within their own group is being attempted; there is a strong desire to have their people participate as full members of a community composed of "one people." But, conditions must be created that will lead toward healthful attitudes, interests and behavior. This necessitates removal of present unusual and unnecessary difficulties. It is presently being said that better education is the crucial factor; this may be so, but it would seem that a better or different education is in some respects a crucial factor for the Anglo-Americans also. We all should be taught that there is little or no difference between the potential development of races, but only between individual humans. The home, community, school, and public libraries should share this responsibility. State and national governments are doing a great deal to create a better world. (See Appendix for Federal Aid Program.)

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[1] Herschel T. Manuel, *Spanish-Speaking Children of the Southwest* Austin: University of Texas, 1965), p. 182.

Although much has been gained through the Institute, perhaps the most important thing we have learned is that although a nation may develop a workable pattern to end hostilities and aggressions, it is the attitudes and behavior of the citizens that are the most effective.

STATISTICS

Elementary Schools	Median Family Income	Percentage of Hispano	Percentage of Negro	Attendance	Mobility	Class Size	Pupil Staff Ratio	Teacher Experience Median-	Mean	Achievement (Percentiles) Lang.-	Arithmet
Hispano											
A.	2,800	76	9.1	91.2	31.3	30.1	22.8	5.9	5.0	18	22
B.	5,430	60.3	0.0	89.9	54.1	30.2	22.8	6.7	4.0	16	22
C.	5,110	56.1	3.4	90.8	40.2	30.7	25.1	4.6	2.0	34	43
D.	5,355	76.9	0.0	90.8	37.1	29.1	19.8	4.7	3.0	14	11
E.	3,700	54.5	25.0	88.1	36.4	28.0	20.8	6.2	4.0	13	10
Anglo											
F.	10,000	2.6	0.0	95.3	29.5	31.9	27.8	12.7	12.0	56	54
G.	10,000	1.0	10.7	95.2	10.5	31.5	27.0	11.2	4.0	70	56
H.	7,660	0.6	0.3	94.0	10.3	31.6	28.5	11.2	10.5	76	53
I.	6,400	11.8	3.8	93.8	20.2	30.2	25.6	5.9	5.0	65	34
J.	5,830	8.3	12.2	93.3	31.5	30.4	26.7	NA	NA	49+	34
Jr/Sr High Schools											
Hispano											
Jr. - A.	5,700	73.1	10.0	82.3	24.5	23.6	15.6	4.3	3.0	26	24
Sr. - B.	5,700	39.8	4.6	84.0	33.2	28.2	17.6	9.6	7.0	38	33
Anglo											
Jr. - C.	8,725	1.3	1.5	93.4	9.8	32.3	21.9	7.4	4.5	79	80
Sr. - D.	8,725	0.8	2.9	90.7	8.8	29.1	22.5	11.6	11.0	83	79

-Income
-Mobility
-Teacher Experience
-Achievement

STATISTICS

High School

-Student Population
-Drop-out Rates

High School	Hispano Population	Hispano Drop-out Percentage	Other Population	Other Drop-out Percentage
A.	127	26%	2,440	10%
B.	326	34%	1,328	10%
C.	335	38%	2,544	7.5%
D.	896	30%	1,834	10%
E.	733	37%	1,258	8.4%

LANGUAGE SCORES

Examples

Hispano Schools								Anglo Schools							
School A				School B				School C				School D			
Gr. 1	Q3	M	Q1	Gr. 1	Q3	M	Q1	Gr. 1	Q3	M	Q1	Gr. 1	Q3	M	Q1
W. M.	1.7	1.5	1.4	W. M.	1.7	1.5	1.4	W. M.	1.85	1.67	1.43	W. M.	2.6	2.0	1.6
Lang.	1.8	1.5	1.3	Voc.	2.1	1.6	1.4	Voc.	2.29	1.92	1.41	Voc.	3.0	2.4	1.8
Gr. 2				Gr. 2				Gr. 2				Gr. 2			
W. M.	3.2	2.6	2.0	W.M.	3.0	2.5	2.0	W. M.	3.19	2.62	1.97	W. M.	4.1	3.1	2.7
Lang.	2.9	2.6	2.2	Lang.	3.1	2.9	2.2	Lang.	3.17	2.75	2.17	Lang.	4.5	3.5	2.8
Gr. 3				Gr. 3				Gr. 3				Gr. 3			
W. M.	3.4	2.7	2.2	W.M.	3.3	2.8	2.4	W. M.	3.73	3.39	2.87	W. M.	4.7	4.0	3.3
Lang.	3.7	2.7	2.3	Lang.	2.9	2.5	2.1	Lang.	4.60	3.58	2.58	Lang.	5.2	4.4	3.5
Gr. 4				Gr. 4				Gr. 4				Gr. 4			
W. M.	4.4	3.6	3.0	W.M.	4.7	3.6	3.2	W. M.	6.05	5.12	3.68	W. M.	7.9	6.1	5.0
Lang.	3.7	2.9	2.5	Lang.	3.9	3.0	2.6	Lang.	6.25	4.83	3.52	Lang.	7.6	5.5	4.2
Gr. 5				Gr. 5				Gr. 5				Gr. 5			
W. M.	4.6	3.9	3.3	W.M.	5.4	4.5	3.8	W. M.	6.87	5.86	4.71	W. M.	7.7	7.0	5.5
Lang.	4.8	3.8	3.3	Lang.	5.0	3.7	3.0	Lang.	6.35	5.32	3.95	Lang.	7.6	6.5	5.0
Gr. 6				Gr. 6				Gr. 6				Gr. 6			
W. M.	5.0	4.0	3.0	W.M.	5.5	4.5	3.9	W. M.	6.68	5.80	4.87	W. M.	8.3	7.4	6.1
Lang.	5.0	3.0	3.0	Lang.	5.0	4.3	3.1	Lang.	6.83	5.51	3.95	Lang.	8.5	7.1	5.8

ELEVEN PROGRAMS UNDER THE OFFICE OF ECONOMIC OPPORTUNITY

1. THE JOB CORPS.--Provides residential centers for young men and women, 16 through 21, in a coordinated program of basic education, skill training and constructive work experience. Designed for youth lacking schooling and skills for jobs. Smaller centers will be located on public lands; larger ones will be on unused Federal facilities near cities. A voluntary program. Forty thousand will be enrolled in the first year, and 100,000 in the second.

2. THE NEIGHBORHOOD YOUTH CORPS.--Provides full-or part-time work experience and training for youths, 16 through 21, enabling them to stay in or return to school, or increase employability. Can be carried out by agency of State, local government, or nonprofit organization. Will place youngsters in work in hospitals, settlement houses, schools, libraries, courts, parks and playgrounds.

3. THE WORK-STUDY PROGRAM.--Provides part-time employment ot college university students from low-income families. On-campus jobs to include dormitory and plant maintenance, food services, clerical work, library indexing, lab assistance and others. Off-campus employment, conducted under agreement with public or nonprofit organizations, will place students as tutors, youth workers, recreation leaders, community service aids.

4. COMMUNITY ACTION PROGRAMS.--Provides financial support for local anti-poverty campaigns in urban and rural areas, on Indian reservations and among migrant workers. Possible projects in local anti-poverty programs include: remedial reading, literary instruction , job training, employmemt counseling, homemaker services, job development, vocational rehabilitation, health services, among others. Will enable communities to attack the network of problems with new network of positive, varied, coordinated programs. Federal assistance depends on community's determination to (1) mobilize its own public and private resources, (2) develop programs of sufficient scope and size that promise to eliminate the causes of poverty, (3) involve the poor themselves in developing and operating the anti-poverty attacks, and (4) administer and coordinate the community action programs through public or private nonprofit agencies,or a combination of these. Federal government to pay up to 90 percent of cost of local programs in first two years; after that assistance on 50-50 matching basis.

5. PROJECT HEAD-START.--Provides financial support (90% federal funds) for communities to organize and operate pre-school programs which create an environment to develop children to their full potential. Programs should be designed to: improve the health and physical abilities of poor children, develop their self-confidence and ability to

relate to others, increase their verbal and conceptual skills, involve parents in activities with their children, provide appropriate social service for the family.

6. VISTA Volunteers (Volunteers in Service to America).--Provides an opportunity for those, 18 and over, to join the War on Poverty. Volunteers will work with migrant laborers, on Indian reservations, in urban and rural community action programs, in slum areas, hospitals, schools and in institutions for mentally ill and retarded. Period of service one year. Volunteers will receive a living allowance of $50 a month. Plans call for 5,000 VISTA Volunteers.

7. ADULT BASIC EDUCATION PROGRAM.--Provides assistance to States for special programs of literacy instruction. Allotments to States are based on the number of adults 18 and over with less than a 6th grade education.

8. SPECIAL PROGRAMS TO COMBAT POVERTY IN RURAL AREAS.--Provides loans and technical assistance to help very low income farm families to increase their income from farming or in other ways. The loans also will assist other rural families develop new opportunities for earning added income. In addition, there will be loans to start or strengthen cooperatives serving these families.

9. ASSISTANCE FOR MIGRANT AGRICULTURAL WORKERS AND THEIR FAMILIES.--Provides grants, loans, and loan guarantees to assist States and localities for special needs in housing, sanitation, education, and the day care of children.

10. AN EMPLOYMENT AND INVESTMENT INCENTIVE PROGRAM.--Provides up to $25,000 for small businesses not eligible under other loan programs. These include: retail and service enterprises employing three or fewer perons, such as luncheonettes, filling stations, drug stores, barber shops, delicatessens, beauty parlors, furniture movers, cleaning shops, etc.

11. A WORK-EXPERIENCE PROGRAM.-- Provides funds for projects to help unemployed fathers and other needy persons to gain work experience and job training. Directed primarily toward jobless heads of families in which there are dependent children.

DEGREE OF ACCULTURATION OF MEXICAN-AMERICAN BEGINNING WITH MIGRANT: AS GIVEN BY JOHN L. GARCIA OF THE COLORADO DEPARTMENT OF EDUCATION

	Traditional	Low	Middle	High
Religion	Usually Catholic; Life hereafter (Blind faith).	Usually Catholic; Life hereafter (Blind faith).	Catholic; some Protestant (More enlightened faith).	Catholic or other dominations (Rational faith or weak churchgoers).
Family	Extended family; large autocratic counsel of eldest member.	Extended family; medium to large autocratic.	Some extended relations. Medium in size; less autocratic.	Very little extension into economics. Medium in size. Paternalistic.
Education	Illiterate or barely literate. Ruling class refined and polished (non-existent now).	Speak English brokenly. Mothers teach girls. Fathers teach boys. Low elementary. Blind faith in education.	Both parents speak English. Elem. and High School. Some value to education.	Some parents have college education. Anglo-middle class to education.
Economic	Agrarian. Subsistance level. High proportion of welfare.	Own plot of land. Unskilled labor. Subsistance income. Welfare--high proportion.	Ranching and farming. Semi-skilled labor. Small business. Lower professions. Low to average income.	Professional. Larger business. Average to above average.
Health	Folkway medicine. Superstitions. Herb medicine. Poor sanitation.	Folkway medicine. Patent medicine. Little professional attention except welfare case. Poor sanitation.	Some folk medicine. Professional medical and hospital attention. Fair sanitary facilities.	Professional care. Good sanitary facilities.

(CONTINUED)

	Traditional	Low	Middle	High
Politics	Apathetic. Peon - patron. No formal interest.	Lower class - apathetic (recreational concept) or interested only at lower level. Higher classes sharp politicians at local and county level.	Lower class apathetic. (Recreational). Middle class value on franchise. Local political boss; hold county offices; few hold state offices.	Lower class apathetic (recreation). Middle class value on franchise. Local and county political bosses and offices. Upper - middle - state politics bosses.
Recreation	Family communal.	Family communal. Some commercial.	Little family recreation. Non-communal. Commercial.	Very little family recreation. Non-communal. Commercial.

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LIBRARY SERVICE TO THE SPANISH SURNAMED IN LONGMONT, COLORADO

Team Members: Beatrice Malchow, Vince Garza, Marjan Wazeka

Years ago in the small, agricultural community of Longmont, the sugar company brought in families from Mexico to hoe and thin the beets. Many of these families stayed to live (on "their" side of town) and the third and fourth generations are now an integral part of the community, reflecting all levels of income, all political viewpoints, all kinds of education, and all degrees of acculturation.

The Mexicans (and they prefer this terminology) comprise 11% of the population in this rapidly growing, rapidly changing community. It is now 19,500 in population, still essentially very conservative, but feeling the impact of large industry such as IBM and Dow Chemical. Proximity to Denver encourages reaction to racial tensions in Denver.

During the past year the Public Library has used its Individual State Library Grant to try to improve service to the minority nonuser. It has been a time of beginnings: getting acquainted with the problem, making contacts within the community, and accumulating materials.

Several principles were established in this process. First of all, no ready made program would be imposed on anyone. The aim was to make the contacts in order to indicate receptivity but to let the suggestion of needs come from the community, as well as the responsibility to carry them out. Unless it was a Mexican program it would have no meaning. Secondly, the objective would be to serve the real need of the community. This would be done by personal contact, rather than by traditional surveys. It was recognized that after the problem had been studied perhaps no library program would be needed.

To date we have explored but have decided against, two projects: 1) a collection of Spanish language materials, because English is the preferred reading language even though Spanish is spoken; and 2) a deposit of books at the Service Center, because there was no interest in it in the conversations we had.

Projects being developed during this past year are the following:

1) Emphasis has been placed on developing pride in the Mexican history and culture with books, recordings and art prints. This is for the benefit of the Anglo community as well as the Mexican patrons. There are subscriptions to three newspapers and three magazines of special interest to Mexican patrons.

2) There is a summer story hour in the Chicano park at the request of Head Start parents. Efforts to get a Mexican storyteller fell through, but there is a Head Start teacher with Mexican students as assistants.

3) We were asked by the OEO Service Center to provide space for a tutorial study area and a list of books to go with it, as part of an application for a grant. The grant was not received by the Center, so this program has not developed.

4) We requested applicants for a vacancy on the staff from the Service Center for a Mexican staff member, and have had one applicant this past year.

5) Basic, rotating collections of story books for the five Head Start groups are being ordered.

6) Other contacts have been made and much background reading has been done, all of which is groundwork for the future.

Several avenues are possibilities for improving library services in the future. The following programs will be continued if they seem to be filling a need:

1) Recruit another Mexican staff member.

2) Continue Head Start cooperation, possibly working more directly with the parents council and including the following:

    a. continue their visits to the library's preschool story hour.
    b. supply books for reading aloud.
    c. extensions of this program, as we continue to find that some of the greatest needs lie in this age group.

New approaches will take several forms:

1) Since we have had difficulty in reaching into our Mexican community, we are calling in an outside professional consultant. He will spend a day with an Anglo staff member and a Mexican community person finding contact people and identifying the existing groups in the community. He will also assess attitudes toward the library.

2) Out of these contacts an advisory group may be formed to recommend programs. Or it may develop into a book advisory group.

3) An application for a demonstration grant for a community organization plan may be made.

4) Just for fun we would like to celebrate Mexican Independence Day this September. Our Mexican advisers can help us plan the family celebration.

We plan to make the following contributions to the larger effort:

1) We will write to publishers and express the need for materials.

2) We will encourage local authors to write and assist with the writing techniques.

3) Through informal personal contact with other librarians we will try to communicate the necessity for recognition of this segment of our population.

4) We will become involved outside the library, with such things as support of Los Americanos at the high school.

5) We will continue in the groups to which we belong to work informally to break down stereotyping.

PROPOSAL OF LIBRARY SERVICES TO THE SPANISH-SURNAMED OF OUR COMMUNITY

Team Members: Henry Anaya, Esther Archuleta, Karlene Cason, Amelia Martinez

INTRODUCTION

Santa Fe, founded in 1610, is the oldest capital in the United States. It is a tourist and health center. Large industry has not been located in the city, but it has become a center for research and small industry. Small firms have appreciated the quiet setting for specialized administrative and design tasks. Artistic and writing talents flourish. Motion picture and television film production enjoy the spectacular stage nature has provided in Santa Fe. Guest ranches are popular. Three cultures, those of the Indian, the Spanish American, and the Anglo-American exist in harmony. Over half of the state employees in Santa Fe are of Spanish surname. Approximately 53% of Santa Fe's population is Spanish surnamed, and approximately 55% in Santa Fe County is Spanish Surnamed.

The New Mexico State Library serves all citizens of New Mexico including state and federal employees, public and private schools and the public libraries of the state. Clubs and groups also use the film services.

Problems encountered:

1. Staff relationship
2. Patrons' lack of library knowledge
3. Attracting more Spanish-surnamed adults to the use of the library.

I. STAFF RELATIONSHIP

There seems to be a 'line' between professionals and non-professionals. All These Barriers are felt by patrons.

Possible Solution:

1. Schedule staff meetings involving professionals and non-professionals.
2. Conduct in-service meetings and begin with:

Movie: NOT AS A PRIVILEGE (Life in a City)
Produced by Denver Health and Hospitals

This movie will be presented in two parts. After the first part (to where the girl runs out of Dr.'s office) we will discuss the following questions.

A. What elements of this film could be applied to poor library services?

    1. Long wait for service.
    2. Language barriers.
    3. Impersonal attitude in registering.
    4. Unimportant questions asked.
    5. Too much concern about paper work rather than the individual.

B. How can we improve our services to the Spanish-surnamed?

    1. Schedule Spanish speaking personnel for total number of hours library is open for service - if possible.
    2. Offer patron help.
    3. Use posters in Spanish and English to explain Card Catalog and the arrangement of books on the shelves.
    4. Re-examine the 'sacred cows' of silence in the library, fines, and registration and lending of audio visual materials and equipment.
    5. Make available more information on purchasing Spanish materials. Have patrons preview or examine materials before purchasing. It would also help if a survey is conducted on the type of materials the Spanish-surnamed would like to read. The selection of this type of materials should be done by a person well acquainted with the language.

After having discussed the first part of the movie, we will proceed to show the second half. The following questions will be discussed at the end.

A. Does it make a difference to someone if you believe that he can grow in responsibility? Example: The man who found a job.

What does this say for the library staff and its relation to the patron or potential patron?

B. What did Mrs. Alvarez do beyond the doors of the health center?

C. What could library personnel do as a service beyond the library walls?

D. Does this film say anything to librarians for more effective use of the staff member who has not had the professional library training?

3. Invite resource people to speak on topics such as:

   A. Cultural Values and Their Implications

   B. Self-Concept in the Spanish-Surnamed Child

   C. La Raza

   D. Inter-Culture Community Relations

   These people would not necessarily have to speak on the above topics but could speak on anything having to do with the Spanish-surnamed and the library.

II. LACK OF LIBRARY KNOWLEDGE

Patrons are hesitant in using the library due to lack of knowledge and to how to use the library effectively and efficiently.

Possible Solution:

1. Allow any employee whether professional or non-professional to aid patrons in the library.
2. Familiarize staff members with all of the library and not only in their departments.
3. Use audio visual materials to simplify the use of the library. Materials such as charts, posters, filmstrips, pamphlets, etc.,

should be used.

4. Have displays on subject matter such as displaying different types of materials in that one area. Let people know that information can be acquired from other sources besides books.

III. ATTRACT OR INVITE MORE OF THE SPANISH-SURNAMED ADULTS TO USE THEIR LIBRARY

Possible Solution

1. Advertising -- this type of advertising will deal more with letting people know what materials can be found in the library. This will be done by:

   A. Radio Stations

   Example: On some special event, list a number of books or other materials relating to that event, that can be located in the library.

   B. Displays

   Example: Have display at stores on any subject that will interest and yet invite the Spanish-surnamed.

   C. Decorate a float for the Santa Fiesta which will take place in September. This will be done by using a book mobile and inviting other libraries (such as the public and school libraries) or any volunteered help and come up with a good idea of letting people know how much they are welcomed in their library and what they can find.

   D. Inform organizations such as G.I. Forum, etc. of all the services of the library.

   E. Send out mimeographed sheets with school children to their parents, again to invite them to the library.

F. Let people know of all Spanish materials in library.

G. Advertise through television

H. Use any volunteered help or any NYC or CEP personnel to assist patrons in the library. These people could make home visits too.

I. Encourage libraries to acquaint communities and promote new orginizations to aid Spanish-surnamed students in scholarships, loans, grants, etc.

CONCLUSION

We, as a team, will seek to provide educational and recreational audiovisual materials for all ages in the state whatever their educational or cultural background. We feel that there is great need to have more Spanish surnamed persons use library facilities for recreational and educational purposes.

We feel that this workshop provided for us better insights for purchasing a more adequate collection of Spanish books and audio visual materials for cultural understanding and appreciation on history of the area, for recreational reading and for vocational and educational purposes.

Through informal workshops or in-service meetings, we as a team are looking forward to passing on knowledge to public and regional library personnel.

PROPOSAL OF LIBRARY SERVICES TO THE SPANISH-SURNAMED OF OUR COMMUNITY

Trinidad, Colorado

Team Members: Teresa McGinn, John Giron, Olivia Trujillo, Estelle Romero, Teresa Trujillo

Trinidad is located in the extreme southern part of Colorado. It has a population of about 11,000 with a large segment being Spanish-surnamed. Sixty-five percent of the high school enrollment is Spanish. The drop-out rate in the schools is not high, but the majority of those who drop out are Spanish-surnamed. There is a high ratio of pupils who come from families that are educationally, socially, and economically disadvantaged. There are no migrant and very few transit pupils in the schools. Most Spanish-surnamed children entering Head Start or Kindergarten speak English. Approximately one-fifth of the faculty in District One is Spanish-surnamed.

The new Trinidad High School will be an integral part of the community. It will be family-oriented school open to the public from 8:00 A.M. to 10:10 P.M. Spanish-surnamed will be encouraged to participate in the services. Special efforts will be made by the librarian and her aides to make the community aware of the collection of books, audio-visual, and other resource materials in Spanish and materials about Spain, Mexico, and the Southwest. A well planned program with a great deal of personal contact will be effected.

Student library aides will prepare and display in our local department stores, projects depicting Spanish, Mexican, and Southwest history and culture. Efforts will be made to bring to the school local successful Spanish-surnamed who will relate their experiences. Librarians will play a great role selecting, presenting, distributing, and displaying material to the Spanish-surnamed.

Trinidad, Colorado was one of the fortunate cities to be selected to participate in the Model City Program. The whole community has been involved. Directors, area representatives, block captains, committee chairman, federal and state agents, CAP, city council members, and other agencies spent one year in research, survey, and planning goals, projects, and programs which will change, up-lift, strengthen, and elevate progress for a better community for all people in the city. The librarian is chairman of the Education committee which submitted plans that hopefully meet the needs of all people in the city.

We are of the opinion that our team will work directly and solely with library problems and leave the solution of our problem in education, housing, health, economy, crime, etc., to our Model Cities Agencies. Some goals relative to our problems may be solved with action and monies coming from Model Cities. Through co-ordination and cooperation of the many agencies of Model Cities, contributions to sound development of the entire city can be obtained.

Our first step will be to survey and evaluate our library facilities which pertain to the Spanish-surnamed. This will be done by a committee composed of Institute members, Chicano Educators Group, and Spanish surnamed organizations. The result of the survey will determine the actions of the committee, and recommendations will be made by this team. Resource materials by the Trinidad Library Team will be at the disposal of this committee. Deficiencies and gaps in existing facilities will be brought to the attention of the community.

The goals and aspirations for the Spanish-surnamed people must be foremost in their plans. The committee will act as a sounding board and liaison officers of the Spanish-surnamed people in the community.

REPORT SUMMARY FROM THE WYOMING TEAM

Team Members: Abbie Moorhead, Lila Peach, Delcy Moulder, Bob Stevenson and Betsy Hansen.

The team from Wyoming respresents two communities, Wamsutter and Rawlins. The advantage of this is in the fact that the two cities need to work more closely together in that the elementary students from Wamsutter go to high school in Rawlins. A very high rate of these students drop out. If this is due to their training in Wamsutter or their high school experience, it is of high importance that the two communities work together. The following report will contain, in brief, what each community has available, what the team members wish to do, and ways of implementing these suggestions.

WAMSUTTER

Community resources Wamsutter is made up of mostly Spanish surnamed people. The school population is around 80 to 90% of Spanish origin. Most of the students can speak both Spanish and English before they enter school. All the people are employed in relatively well paying jobs. The local group of Home Makers has both Spanish and Anglo members. Even though there is a small extension library in the town, it is used exclusively by the Anglos. Therefore any books gotten from the town will come from the school library. The school library is very well stocked with books, including a fairly good collection of Spanish books. The school then is really the community center of the town and most of the functions are well attended.

What we wish to do and how we wish to do it. Most of the people listen to an hour of Spanish records on the radio. We hope to use this as a source in perhaps having the older students give book reviews over the radio at this time. Along with this we would like to use the community people much more than we have a resource people. For example we could bring the older people in, who still know the Spanish dances, to teach and demonstrate them in school. We also hope to include on our staff a Spanish speaking teaching aid.

From this conference we see how necessary it is that we try to start a complete k-8 Spanish program. This may be difficult because of the lack of a qualified teacher, for the teacher should be of Spanish background. Another point stressed in this conference was the necessity to have the Chicano student develop a positive self concept of himself. One way this can be done is have a Spanish Culture course. We have now a good bibliography of materials, from this conference, but the problem still exists of a qualified person to teach this. But this course can still be held on a more limited basis having the students do much of the research themselves and perhaps give a program for the school as the final activity. We hope to encourage all the teachers to make the Spanish culture a more integrated part of the total school curriculum. For example if a teacher is giving a lesson on word origins, why not do it on English words that were taken from the Spanish language.

In the library we hope to make better use of the books and materials that are available. We also plan to order some Spanish magazines and newspapers. This summer we hope to make the library available to the total community by both having the students bused or come to the school or to pack up books and take them to the homes. In the winter we plan to open up the library one night a week and have a program to show the films we get for the school culture class.

As is very evident all these suggestions fit within the structure of the school. We hope to continue the good report we have with the community and continue to build on this. In conclusion we hope to make all the teachers more aware of and value the four kinds of intelligence: academic, kinesthetic, social and creative.

RAWLINS

Conditions at the present. Rawlins is an average size town with a sizeable population of Spanish surnamed people at all degrees of acculturation. Most of these people live in one section of town and therefore the children attend one school, Pershing. There is a high drop out rate at the Junior and High School level of these Spanish-surnamed. In the schools there has not been much stress on the Hispanic culture of the people. A large percentage of these students have a hard time learning to read. Very few of these people use the County Library. As a rule, the Spanish people are not active in the community political structure or in any form of integrated social affairs. At present there are several on going structured programs with which these committee members can make use of. One is the Spanish Hour on the radio which was mentioned before. There also is the newly formed social club called the Los Amigos. There is a Spanish night at the movies, three Mexican cafes (used mostly by Anglos), and two Mexican bars. The radio program is hoped to be used as a form of getting community discussion. The Los Amigos leaders, it is hoped, can be encouraged to participate in community affairs and activities.

Community Action Agency This agency has several on going programs with which this group hopes to work with to initiate our possible "programs". The Headstart program is one. The Vista Volunteers, who live and work in the target area, are another source. The community center in the target area is promoting many social functions. This center is staffed, has a study center, place for meetings of the old citizens and the cub scouts, to name a few. Through this center, working with the staff, we hope to make the library services available at the center itself because of its ideal location and drawing powers. For example Spanish newspapers could be given to the center.

Carbon County Instructional Center The instructional center had audio-visual materials which it distributes to all the schools in the county. One unique service it has is the presentation of classes (one on Spanish) via VERB. This is a two way hook up between two places of audio as well as visual images that can be put on a blackboard. Our group hopes to encourage the center to obtain additional materials (from lists suggested here) on Hispanic Heritage and Culture, thus making them available to a very wide range of people in the schools.

County Library The county library has branches in the small county communities. The team hopes to encourage this library to build a much larger collection of Spanish materials than they have now. Also for their story hour encourage them to read Spanish stories as well as reading in Spanish to the children.

School Libraries In Rawlins, there were no libraries at the elementary level three years ago. Now, within a few years, each school will have a new library wing built onto it. Therefore, their collectión of books has a long way to go. At the Junior High level the library was substandard three years ago. The one librarian worked half days in the Junior high and spent one half day a week in each of the five elementary schools. This was done with a mobile unit. We hope to encourage the selection of materials aimed at areas of need as projected by this institute. We will also make strong suggestions that the new library wings be built so that they can be opened to the public during the evening and during the summer. We hope to develop the library as the center for the resource material, rather than being kept in the individual classrooms as done in the past. We hope to develop the library from its present traditional format to a Multi-media center to provide learning on an individual basis.

Bridging the two communities As Wamsutter is in a school district with an elementary school, it will soon have to merge with a district with a high school. Rawlins, by its being the closest city, is the logical choice. The communities should make some attempt to correlate their curriculums. We feel that this conference has helped strengthen some ties and given us some common goals in which to help each other. We also plan to send out the list of materials we feel fill our criteria as good materials on the Spanish surnamed to other communities that have large groups of the Spanish American.

IV. STAFF EVALUATIONS

Basically, the multi-media institute was successful and the staff feel that a follow-up session is necessary. Apparently many of the participants share this view.

There was one thing over which the staff had little control that hopefully might be changed in the future. This was the lack of material available about the Spanish-surnamed in the American Southwest. Publishers sent many materials on Spain and Mexico, and while this was helpful as background, it did not take care of our actual needs.

There are changes that should be made in the event that this type of institute be held again:

1. The institute should be restructured in groups to meet the objectives of inter-personal relations. It should be a task-oriented institute.
2. It is recommended by the staff that all of them receive some sensitivity training before handling an institute of this type. They would also recommend that during the institute the staff live in the dorms with the participants so they might better understand their problems and become better acquainted with them.
3. All staff members must be full-time members of the institute to make the best contribution to it. The interdisciplinary approach should be used in staffing the institute. While

Library personnel should be on the staff, members of the Psychology Department experienced in group dynamics should also be used.

4. The staff deems it advisable to hand pick all participants the next time the institute is held. They also feel that the team approach in this institute was not as effective as perhaps an individual approach would be.
5. Staff meetings should be held every evening to discuss the events of the day and any changes that need to be made should be made then.

These changes are not necessarily listed in order of importance, but are important in themselves. With implementation of these changes, the staff feel that the institute would be much more successful in the future.

APPENDIX

The following six questions were suggested as a guide to the participants' evaluation of the institute:

1. What did you see as the purpose of the Institute?
2. Do you feel that the Institute accomplished this purpose?
3. State your reasons for the above answers.
4. What changes would you make in the structure and program of the Institute?
5. What would you keep?
6. What are the weakest and what the strongest points?

These responses were written between 11:00 a.m. on Friday, June 20, 1969, and the time they left the campus:

Question:

1. To acquaint various communities with multi-media materials relevant to the Spanish-speaking community, and gain an understanding of existing problems re the "poor" Mexican.

* * * *

I think the purpose of this Institute, was to make people aware of some of the hang-ups, and to provide better reading Materials.

* * * *

To teach us on materials on Spanish-Surnamed Culture, learning climate for the passing and discussing of information and ideas.

* * * *

The purpose of the Institute was to awaken us to the needs of the Hispano.

* * * *

To bring understanding in many facets among the Anglo and Spanish Surnamed population. We were here also to be a nucleus for the beginning of this project in our areas.

* * * *

What I see the purpose of the institute was to get funds to help CSC library; also the public library in Greeley.

* * * *

Thanks to that badly-worded brochure, the exact purposes of the Institute were not clearly in my mind before I came. However, I hoped to get a broader view of the whole problem surrounding this minority group as well as some very specific recommendations on materials and techniques that would be appropriate.

* * * *

I thought the purpose was to expose us to materials and how to obtain same.

* * * *

To help provide reading material for Spanish Surnamed.

* * * *

I felt that the purpose was to awaken and acquaint the people, particularly those of the Anglo and Teutonic ancentry as to the living conditions of the Spanish-surnamed or Mexican people in the area.

* * * *

Library service to people (fulano) as individuals of great intrinsic worth. Because my maiden name was Prömmel - Prommel - Prommél - so pronounced because it depends on which branch of the family you are talking to. It is an honorable Mexican name, as it is also an honorable name in South America. Because my father's first languages are Spanish and English, even though I, like so many of our children, do not speak his language. I would have told you before, Dr. Bowman, if you had taken the time to hear me out.

* * * *

At first I couldn't understand why all the Spanish or Mexican background. I wondered what this had to do with library services.

* * * *

My opinion may perhaps be not as realistic as it should be. I have not yet reached the point of sophistication; so I am still very easily impressed with all of education and its approaches. I felt that our government must be quite aware of the problems to sponsor the Institute. And if through Education and all its components it can't be curbed and diverted from its course of possible chaos--we may as well give up as a human race and turn this thing over to the animals.

* * * *

The stated purpose was a multi-media approach to library services for the Spanish surnamed.

* * * *

To better your community and to bring other ideas from other persons to your community about libraries to the Spanish surnamed and also to show the kids to go and to use the libraries.

* * * *

To help us find and see the problems in our libraries in our communities. Also to see the problems of the areas around us. To find ways of helping the Spanish surnamed through our libraries and if possible through our communities. I must say that at first I had the idea that all we were going to do was to talk about libraries and about Spanish books that were available to us and how to come by them.

* * * *

The purpose of this institute I felt was to identify the problems of the Spanish surnamed and as a result get acquainted with all the different types of materials whether English or Spanish.

* * * *

To help librarians do what they see as their job, but I can see very strongly that individual community leaders did not see this nor feel their contribution to it. Some of them did not feel personally satisfied in their role. I'm a librarian, and this is one of my suggestions for a future session--either select leaders on the basis of this role, or help them see the purpose of the Institute before they arrive. I was heartsick at the agony we put some people through.

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In my opinion the purpose of the institute was to provide awareness to librarians, in particular, the need to provide more services to the Spanish-surnamed people in their community. And I expected to receive help with the selection of the materials.

* * * *

Questions:

2 and 3. Si! Amazing amount of material. Excellent planning--but flexible. Varied resource people so that one was constantly changing opinion. Media in every level.

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Yes in some ways. It made people aware that they have the same problems everywhere.

People are reluctant to face reality. Some anglos are now aware of our feeling and therefore they benefited through our experiences.

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Yes. The meetings to me were worthwhile. It has given me something to shoot for, as I have been a dropout on Spanish-surnamed books, etc. Also culture.

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As a whole the Institute served its purpose to awaken us to the needs of the Hispano.

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This it did with the showing of films, the listing of bibliographies, the introduction of speakers with materials, the interchange of ideas among the participants. But it did a great deal more. It made me aware of a problem which had not concerned me too much before. It acquainted me with an insight into the Hispano--the variety of backgrounds, the different cultures, and the different needs of these peoples.

* * * *

Yes, to a great extent, although there is much more to be accomplished. Both the negative and positive aspects were brought out very forceably, and this covered all aspects even those not related to the purpose originally to be pursued at the particular institute.

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Yes, because everyone used the Chicano or Mexican or Spanish surname as an instrument or key as their main goal to help.

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I think the idea behind the Institute was good. All people, not only librarians, must be made aware of the many factors involved in reaching, teaching, living with different peoples in our society. Concerned here with the Spanish surnamed, the Institute has helped intensify our awareness of our individual problems and made us aware of other areas' problems. It has given us a helping hand toward obtaining materials, approaches that can be used, etc. We may want to try as well as establishing some definite guidelines.

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Yes for obvious reasons.

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No, in most cases most people won't admit that problems and discriminations exist in their community. Therefore they feel not me--I'm doing what's right. Unless they find themselves and accept the fact that problems do exist and do something about them, then we're on our way to making this a better way for our children, our communities. But not until then.

* * * *

I do believe that this has been done through the medium of expression, sometimes rather explosively, and films, and talks. I believe that this institute is doing it very diplomatically through the use of the libraries, which are basically the centers of study through the use of books and personnel.

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It was a rocky road, but I think, I hope, some of us finally made it. A "rocky road" because, like Manny says, "You can sympathize, you can empathize, but you cannot know their hurt"--but this applied to all individuals, as they are human, and children of God. "Accomplished" because, while blood may be thicker than water, love can encompass both.

* * * *

Yes. I don't think anyone is going to set the world on fire, but in the last two weeks, people began to hear and see and to understand both sides--Anglo and Mexican--I, being raised with Anglo foster parents, must admit that I had mixed feelings with Mexican and Anglo. For myself, I can truly say who I am and be proud.

The films and speeches were very good. At one point I felt very hurt at the way people were acting in small groups, but after going to my room I did some thinking. I can understand why some people felt the way they did.

* * * *

The Institute most certainly did accomplish its purpose in my opinion. It dropped the seed and gave us plenty of food for thought. We should all be feeling quite embarrassed, if not ashamed that we are of such a selfish and complacent nature to let our fellow man suffer while we play games.

* * * *

In actuality we gained an insight into some of their problems. I'm not sure that all of them got the same view of library problems. The librarians got much valuable advice on where to locate books and non-book materials to serve this segment of our population and how to use it in working with these non-library users.

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Yes, I think so. It made some people think. One reason I think they had this institute was to better the Spanish-surnamed child.

* * * *

Yes I do; I learned that we are not the only community with problems which are about the same, even though some may vary in degree. But most important it opened my eyes to this problem and made me think about them. The people who took time out to speak to us all had just about the same idea. We want the same things for our people. We are proud of what we are, and would like all our people to feel the same. We want the anglo to treat us as such.

The people from the different groups all had their feelings, voiced them, and made us think about them. Maria, Vincent, Eva, all had their feelings, which we may not entirely agree with, but respect.

The wonderful people that took their time to make us see our mistakes and who also gave us some of the answers to these mistakes, even the get-togethers we had showed us that even if we don't agree with everything, we may say we can still get along together and work together if we have a mutual understanding.

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I feel that to a certain extent the institute did accomplish its purpose, but not to its fullest capacity. Perhaps what should have been done was to begin slowly with maybe someone such as Martha Urioste telling or discussing why we have language problems as we do instead of beginning with discussions on "racism." Certain individuals were just constantly on the defensive.

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✓ Yes, and much more too. I feel we got more of the feelings behind our cultures. It will be a firmer foundation on which to work, having experienced it rather than just reading about it.

* * * *

Yes, I did. The book lists, AV materials lists, and materials shown were of tremendous help. The speakers, comments from the Spanish surnamed within the group again made me aware of their needs to a greater extent than I would have known otherwise. I did not appreciate the militant attitudes and personally believe they harmed more than they helped.

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Questions:
4. through 6. Bring in administrators and local politicians (council members) etc. Keep what you have--perhaps groups should be more closely knit. Repetition perhaps in some phases--conversation in class that was personal and could have been arrived at in private. Poor image of Mexican at Crusade for Justice. We constructed that people gradually lost prejudices and gained insight into each other's problems. Speakers of every degree of culture--education--etc. Excellent.

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I would like for groups to stay together instead of small group discussions. I feel that we need more representation from small towns and organizations, with their head leaders.

Weakest Points: People are too timid and too timid to admit the truth. And others are weak on accepting it. There are a lot of Anglos that will never accept it.

Strongest Points: I feel we need stronger people like Mr. Garza and Mrs. Coronado and myself to tell it like it is.

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I would have had the Denver trip first, the first meeting. I would keep the trip to Denver, the tours to the libraries, schools, the bibliography of Spanish, Mexican culture lists, where to obtain all the books, the speakers. I enjoyed Lena (Vanjpe-Sena) Archuleta and Manuel Carrillo very much. As a matter of fact, they all did very well. I had no idea my people were such good speakers, as it's the first time in my life I have heard so many speakers of my race speaking. It made me feel good and proud.

I believe problems are bound to exist whenever thinking people holding strong ideas talk together. To try to analyze each problem by type and individual can be like chasing a will-of-the-wisp. If, however, the meeting institute has direction, good leadership, and a clearly defined goal, these problems tend to solve themselves.

I learned much by listening, and I was very happy to have had this chance of this institute.

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I feel too much time was wasted listening to the Denver people. I wanted to go home after the first two days.

The second week was quite productive. I am sure that all the material made available to us will enable us to do our job better. The speakers were good; their message pointed. The staff was sincere in trying to meet the needs of the participants.

The tour to the Crusade for Justice Headquarters and United Fund building was of great value to us. I especially was impressed by the speakers at the United Fund building. They were so constructive, so sincere in meeting the needs of their people.

As a result of this Institute, I hope I can be a better librarian. I am more aware of what needs to be done; the message will be taken back to my community and with the help of the right people, we can serve our Hispanos better.

* * * *

I have gained a great deal from the Institute--primarily a better understanding of people. The socializing and exchanging of ideas is great.

I am a little perturbed at the lack of cooperation in one of my team members, and his hesitancy to express his views. I am upset that people who volunteered to come, didn't have the courtesy to say they couldn't make it, so other community members could have shared with us in this experience.

I was impressed with the reports. Each team represented a different type of situation and a different approach to an attempted solution.

I am glad we are leaving with a more positive approach. The first few days were rather startling, but perhaps we needed to be shocked out of our complacency. The approach at Larasa was good, but Maria and Eva and Vince's voices needed to be heard too.

The presentation of a program to implement some of these ideas to our district now means we can't sit back and forget the Institute.

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On first analyzing this question, I felt things were brought out too forceably; but on second thought, this is what made such a great impact on the importance of understanding the Spanish-surnamed people.

I hardly know how to answer this. Perhaps this format should be kept about the same as we had it.

Speakers that gave so much to our institute:

Manuel Cordova from Denver

The lady who spoke about the Chicano child and the Spanish language

Gil Martinez

Father Torres

* * * *

I would have separated the groups the first day community, aids, and Librarians.

I would keep the speakers and films.

The weakest point was where we got out of subjects of the libraries.

The strongest point was where Maria, Eva, and Vince, and Martha Urioste brought out points of how the so-called Mex, Chicano, or Spanish surnamed were discriminated against.

* * * *

I want to say, as I have personally to a couple of you, this was the best institute I've ever attended. I attribute this to you very obviously committed staff members who were not afraid to allow some dangerous confrontations in an attempt to get beyond the superficial. I am sorry that no trained group workers were here to help a few times when things got painful. The staff would have profited and helped the institute a great deal by living with the participants in the dormitory. A great deal went on in the evenings that you needed to know. And we'd have loved having you.

I was really pleased at the variety of programs and the mixing of discussion groups by region, interest, or random count off. You kept things moving very well in almost all cases.

I think that the major weakness of the Institute was this uncertainty of what to expect among those participants who are not professional conference attenders, as many of us are. A number of the community people privately expressed feelings of having been "used" "dissected" and having their brains coldly picked by the professionals in the crowd. This was a darned shame, since most of the pros sincerely were and are trying to help.

Because our team had done a great deal of homework, most of the speakers didn't tell us anything new or startling, although they were very interesting and of exceptionally high quality as a group. Martha O. was the only one who gave me new material, and I wish she could have stayed longer. Marta T. was simply irrelevant to us, although interesting to meet and hear from.

Of course we few public librarians felt left out in a great many spots, but I'm sure the community people felt much more that way.

We didn't learn very many new sources or kinds of materials. We'd already dug out most of them for ourselves that are feasible for us to consider.

Best part of it all was getting intimately acquainted with Mexican-Americans of several classes. It was a great opportunity that simply doesn't exist in my every day working life. I've been very aware of and somewhat involved in the Denver militance, but the entirely different views from New Mexico, Wyoming, and the Western Slope were invaluable.

I'm not at all sure any attitudes were changed for the better. I'd not suggest you do this kind of thing again unless the staff is made up of representatives from the community and aid groups, as well as the librarians.

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I would have liked to hold off on team meetings until the second week after all the panels, speakers, visits, etc., were presented.

We could have used more information, before we came, on what facts and figures would be useful in evaluating our own situations.

It has been a very rewarding experience. I think we have seen changes in some of the people involved, both good and bad. Some breaking down of barriers and prejudices and some only smoothed over.

* * * *

I somehow thought that exposing us to the needs of the Spanish surnamed was the primary reason for this institute, even though this was not publicized. If so, I would suggest you be bold enough to state it so that I could come prepared with some goodies.

For being the first institute, I believe it was well conducted! I would keep the various films, speakers, especially the Larasa presentation. Father Torres and Martinez were most influencial and downright inspiring. Mr. Valdez was informative and honest.

The Crusade for Justice was O.K. BUT. Damn I hate to see all that bull-shit about Chicano Power being exposed to those youngsters!

It may seem that our group didn't contribute much, but I personally learned a lot and I believe I'll see things in better perspective.

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Bring more people in that have recognized that a change is a must.

Manuel Carillo was a good and strong speaker. Martha Urioste spoke very well on Language Development and Bilingual. Hope progress is made in following through in all public schools throughout the nation.

As for changes in the Institute--I dislike breaking up into small groups.

It only creates more problems, while discussing with all concerned brings out people out of their shells and everyone benefits.

I'd very much like to see Rudolfo Gonzales as one of the speakers. I feel he has done a great deal for his people, knows the problems, and is doing something about it. As for touring, the migrant camps should have very definitely been one place to go, especially for the hard core people who refuse to see or even say it like it is. At this point, I don't feel we had anything strong about this work shop. Maybe in given time, if all ideas that were expressed and followed through, then maybe we will be able to evaluate.

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Although we had several speakers, I do believe that what Martha Urioste had to say was very well said. The slide presentation by Father Torres was very good.

To me, the songs at the Crusade for Justice Building were, or had, a feeling of being slightly communistic. That type of expression I do not like.

What we heard at the United Funds Building by the group there seemed to have a purpose and goal.

I believe that it will take a long time to overcome a lot of existing conditions, but at least we have a beginning; we have an awareness of conditions.

At times, I think we strayed away from the subject on hand, but perhaps it was necessary. We lost a little time on repetition, and there again, we may have needed it to show the value of what was being discussed.

All in all, if we can bridge the existing gap and live in peace and harmony for the betterment of mankind, then we are headed in the right direction. Then, I would say, the Institute has been a huge success.

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Oh, boy,--from where I sit, how can I answer this? But--go to Larasa, and yes, Crusade first; but in your efforts to empathize don't let only one of our factions "brainwash" you. While I can very much identify with their problems, I do not agree with their methods--as a lot of my people don't! Give time to hear our multiplicity of viewpoints; do not belittle our efforts; and most of all, don't waste time with "purple-printed papers," do something--and give us a chance to do something.

Everything?--Nothing? It is so hard to tell when what you really are doing is engaging in a "sensitivity training" program - but keep Manny, Marta - keep Vincent, Maria - keep Larasa Keep Betty Adcock.

Weakest? The lack of appreciation (or perhaps, the lack of communication of it) for intrinsic localities and areas. Strongest--that you had it at all--for that, Salud!

And finally, these answers are meager--but if you will ask pat questions--Next time, give me a blank sheet of paper, so I can "tell it like it is." (I would write you a poem.)

And--even though you have hurt me, even so have I seen the hurt in your eyes--and for this I love you.

* * * *

I would make very little change. Your staff, I felt, was very helpful to get people to open up and view their ideas.

I think films and speakers are so important in any program. Of course all aides help us to see in our mind's eye and to understand.

Weakest point--I think more people would have had the ice broken if more groups were mixed. Team grouping is good--because as groups we can bring out good and bad points in our areas.

I know I made some lasting friends. I would enjoy coming back if I were asked.

* * * *

I cannot advise any changes, except that in the future simple maps of Greeley could be dittoed off so students could find their way to various activities.

I felt the speakers were well selected and each of them had a contribution of his own. The visit to the Crusade and the Larasa headquarters were timed perfectly in their sequence. Naturally, the speaker from Centro Cultural was the most important and Father Torres' slides gave a lot of insight. Mr. Valdez from welfare was timed well. His kind way of explaining the difference in the societies smoothed a lot of ruffled feathers.

Even if uncomfortable at times, we needed the jarring remarks from the revolutionist. There just never has been a "polite revolution."

I hope these institutes will continue. I enjoyed it and learned a lot.

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The program's structure needs tightening in several areas. The interest groups did not function well and time was used here that could have been better used on something else. The time allowed for team planning was overestimated--at least for the Denver team. Perhaps others were better able to make use of time allotted. A "stronger" moderator could have been used many times to keep one or two people from monopolizing the time and expressing only one viewpoint of the Spanish surnamed. The visit to Larasa and the Crusade for Justice could better have been made last week (the first week of the institute).

The guest speakers were excellent--particularly the panel or symposium on materials for Spanish surnamed. The tape from the Latin American Library in Oakland was excellent. It would have been "great" if the librarian could have been with us to share her enthusiasm and ideas in person. The consultants did not really function as such--I think this was a weakness of the program as such.

Do not schedule film previews for evening sessions. Morning or afternoon is a better time.

All of us have learned from the presentations of the various teams and all hope to make some progress in solving our community problems.

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I don't think I would make any changes, and would keep everything.

One weak point is that the first week we didn't really talk about libraries, we just discussed discrimination of the Spanish. Strongest point was how the Spanish are discriminated against.

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I think the only change I would like to see made would be to have the Crusade for Justice and Larasa meeting sooner in the program.

I would keep all the speakers we had on the program.

The strongest points would be the facts that our problems were brought out and that everybody wants to do something about them. From my viewpoint, I cannot see any weak points. Maybe we should have had more films relating the problem.

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There also seemed to be two factions throughout the institute. By factions, I do not mean the Mexicans and the Anglos. I merely mean that this seemed to be right with the Mexicans. I also feel that a lot of time was wasted due to the arguing back and forth. There was constantly a great lack of communication. I have heard many comments from our institute members that they were hesitant to speak up for the fear that there always seemed to be someone on the defensive side. Since the problems with or of the Spanish surnamed are very different or vary from one community to the other, perhaps what might have proved more successful was having the institute for Colorado people only and have other states conduct their own.

Perhaps there should have also been more study involved--doing research, getting more involved! Some of the members should have been more involved with the library.

As far as selecting members for the institute, I don't think that the brochure really explained anything and as a result, people were confused, plus others better qualified were not informed; and more knowledgeable people that would have benefited more and would go back and help their communities. Several individuals (I've concluded) came just for the money--you know, the more kids, the more money!

The speakers as a whole were extremely interesting and I learned from them. One of the strongest points that should have been brought up since the beginning was the presentation at Denver. It was just tremendous! In general, I would keep all the excellent speakers (again people interpret what they see fit) but would be more selective in teams, members, etc.

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As a total, this institute was good for giving the person an awareness of the cultural differences and the problems arising. There were some interesting suggestions exchanged, but the institute in its structure was too loose. The "culmination" activity of the team reports was extremely poor--due to the teams' poor instructions. I'm not sure, but there should have been more purposeful activities. Example: Have teacher aids work at a school, librarians do research at libraries--like present a list of books they want to order.

Movies were often good, but much more should have been in the multimedia field. I had anticipated much more of the activities dealing with this. So the institute failed in this.

Weak points--the staff seemed very selective in their "friends" and seemed cold. The group meetings with the interest groups were too unstructured and the leaders let some people talk on and on and on with no leadership shown. There was too much repetition in the first week on certain points.

High points--young Hispanic speakers. Maria. Trip to Denver. But smaller interest groups should have been set up with each speaker. Example: Those people interested in talking to Martha more, but not just over coffee. The other people in the institute. You should have divided up some of the interest groups--for example, some get more out of Weld Library--others would like to have spent more time at the migrant school. Reunion is necessary to keep us active on our projects.

I'd have a group dynamics expert or a human relations person on the staff. It needs persons skilled in interpersonal feelings to do this kind of thing. Lecture format, seats in rows, large group discussions are detrimental to the kind of interchange we needed. Also, make the very first sessions small group work--to facilitate basis for real communication. To me much of the misunderstanding of the first week could have been helped or avoided by better use of small group techniques. Perhaps the Institute should be sponsored by "Communications" people rather than media and materials people!

Also, wish more people had been informed--would advance reading have helped?

Train discussion leaders in "work with adult" techniques.

Really the whole thing was great. I especially liked Manny Carillo and Martha Urioste. They gave me viewpoints I hadn't had before. Hope we can get transcripts! I'd keep the dorm living--it helped so much to understand each other.

Strong points--Visiting lecturers - entertainers - Great! Strong personalities expressing unwelcome ideas. Trip to Denver - would also like to have seen El Centro Cultural. Concerned and involved staff.

Weak points--Absence of recognition of interpersonal relationships. Emphasis on school libraries.

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I would suggest more school administrators, and elected county people attend. I would keep the team, both professional and non-professional. A week ago I would have thought, and still do, to a lesser degree, that too much time was given to introduction of problems and not enough to solutions. The weakness I felt was too much repetition of some comments. The strengths lie in lists of materials to have access to at home, and ideas for improvement.

I appreciate having had this opportunity and for a first institute of its kind, I would say it was successful.

The director deserves a great hand!

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